

BUSINESS EDUCATION WORLD

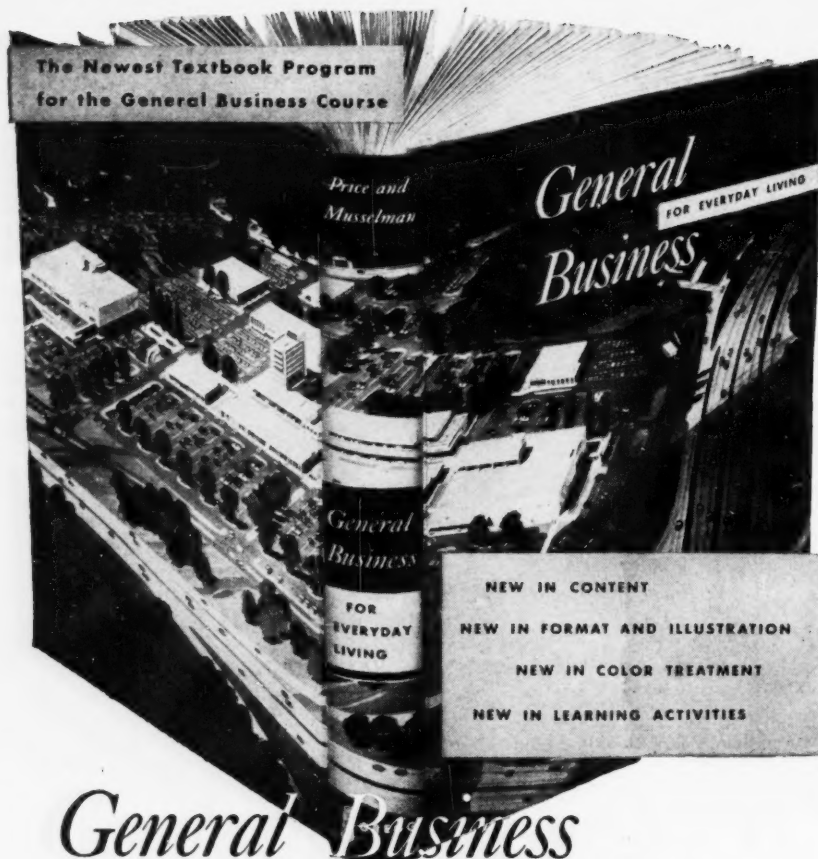
February 1954

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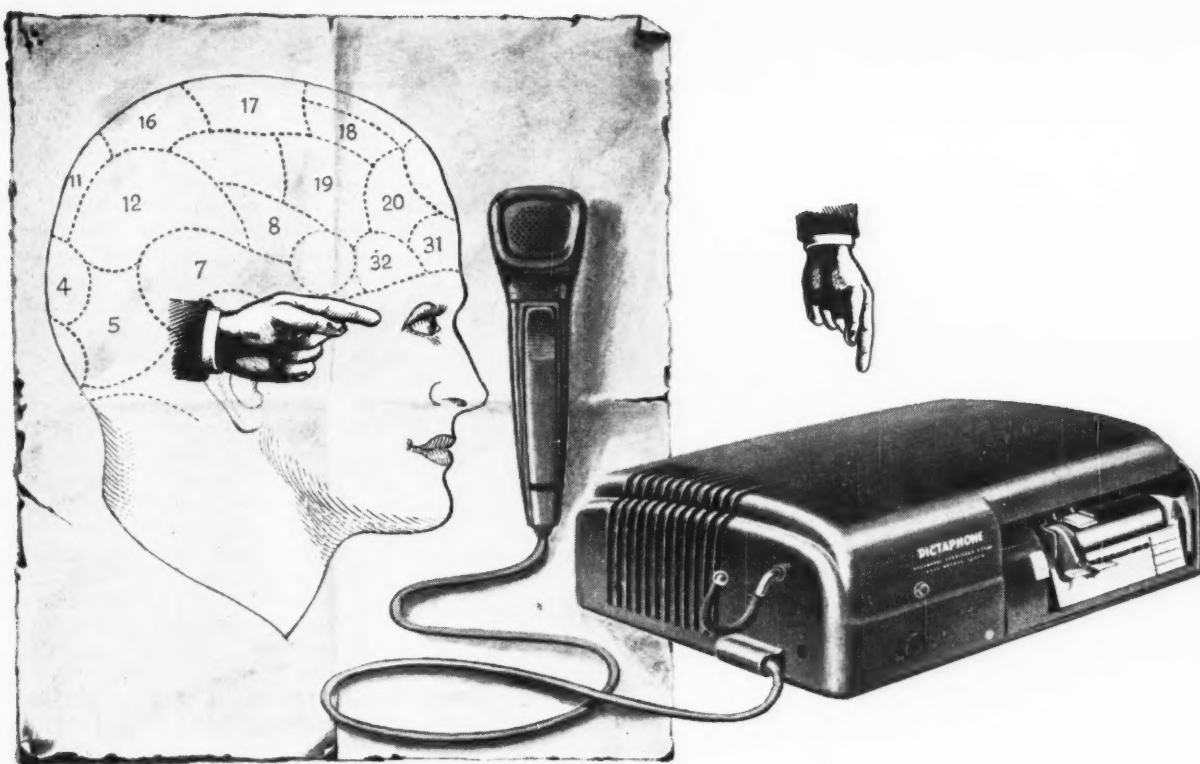


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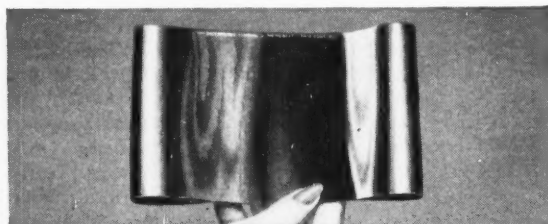


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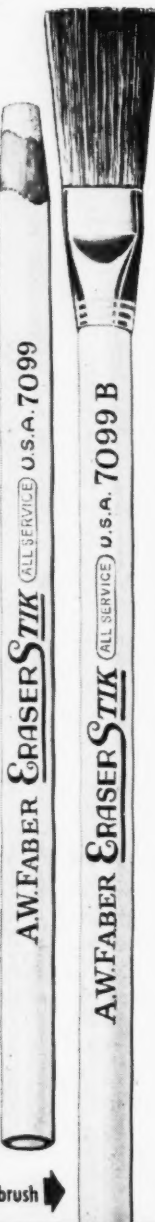
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BUSINESS SCENE

■ State Accident Law—

North Carolina's new safety responsibility law, which went into effect January 1, is described by the state's commissioner of Motor Vehicles, Edward Scheidt, as having "... no loopholes, and very sharp teeth." The reputed stiffness of the law—with its iron-bound accident liability provisions—has made auto traffic officials sit up and take notice.

• **Rules.** The new law affects all motor-vehicle operators or owners, including nonresidents of the state. Some of its provisions are:

1. The operator of any car involved in an accident that results in death or injury to a person, or total property damage of \$100 or more, must report the accident immediately.

2. Within 24 hours, each operator must also file a written report with the Department of Motor Vehicles.

3. Within 60 days after receiving the report, the Commissioner must suspend the operator's license unless evidence is furnished to show that the operator has been released from liability; or that the operator or owner carries adequate insurance; or that the operator or owner has executed a written agreement with the Department guaranteeing satisfactory payment of all claims up to \$11,000 resulting from the accident, or has deposited with the Department sufficient security to cover damages up to \$11,000.

If the owner or operator can't comply, suspension of license is automatic. The suspension remains in force until one of the requirements is met, or until one year elapses without court action for damages being filed.

If a motor vehicle involved in an accident was being operated at the time by someone other than the owner, both the owner and the operator will have their licenses suspended until the security provisions of the law are satisfied.

• **Coverage.** Insurance for operators or owners must provide minimum coverage of \$1,000 property damage, \$5,000 for death or injury of one person, and \$10,000 for all deaths and personal injuries from one accident.

If the operating license of a North Carolina owner or operator is suspended in any of 43 other states having a similar law, the license, on official notice, will be suspended in North Carolina.

■ NLRB and Reds—

Neither the present National Labor Relations Board nor its predecessors

wanted the responsibility for dealing with the red-hot problem of Communist-dominated unions. Now it looks as though a recent Federal court decision gets the Board off the hook.

The United States Court of Appeals for the District of Columbia gave NLRB an out when Judge David L. Bazelon ruled:

• **NLRB can't challenge** the validity of Taft-Hartley non-Communist affidavits filed with it—since only the Justice Department has the right to do that.

• **The Board cannot** "impose the drastic penalty of excluding a union from the Act's benefits because its officer had deceived the union as well as the Board by filing a false affidavit."

This double-barreled decision upheld an injunction barring NLRB from withdrawing certifications from three left-wing unions—the United Electrical Workers, the Fur & Leather Workers, and the American Communications Association—all ousted by CIO in 1949. NLRB had ordered officers of the three unions to reaffirm their T-H non-Communist oaths, and had threatened to end the certifications of their unions if they refused.

NLRB will appeal the decision because it wants to get a clear-cut ruling on the scope of its authority in such matters. It sees in the broad nature of the Bazelon decision a limitation on the basic pillars of its policy on leftists—a policy already shaky as a result of a previous Federal court decision.

■ What Businessmen Are Talking About—

• **The automotive industry set** two all-time records in 1953: Average employment reached 930,000—topping the 1951 record by 85,500; payrolls increased for the sixth straight year, hit a new peak of \$3.5 billion, says the Automobile Manufacturers Association.

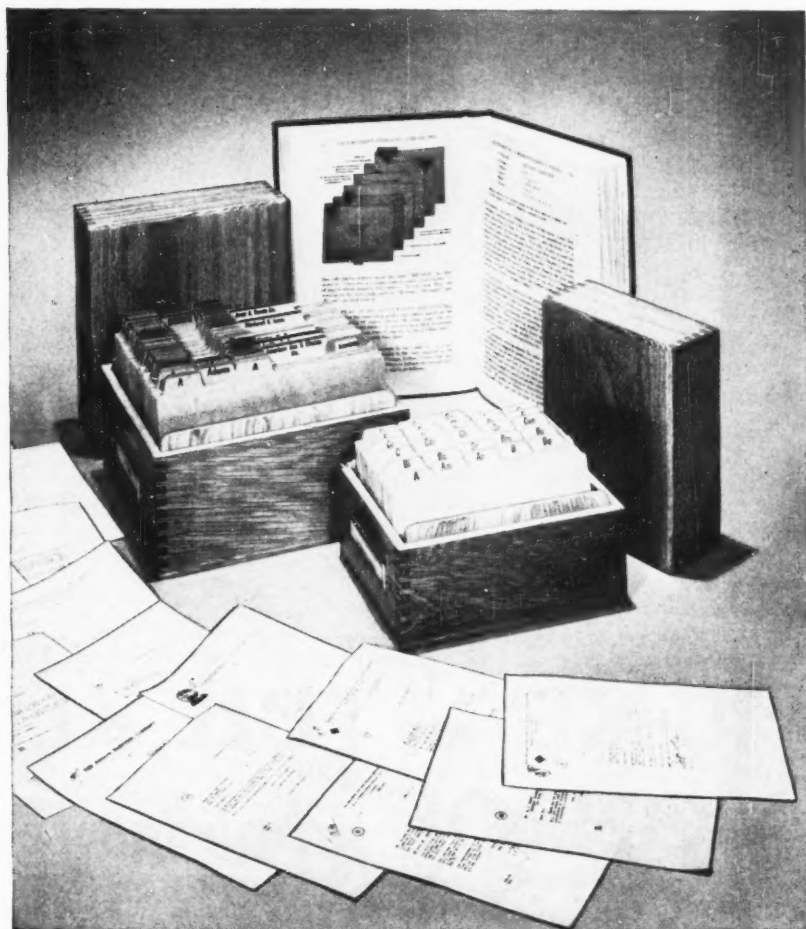
• **What may be** the phone booth of tomorrow has been installed in Boston's South Station. It's a no-hands setup that has both speaker and microphone built into its soundproof wall. You use the control knob on the front wall to regulate the speaker's volume. The only one of its kind in public use today, it was developed by Bell Laboratories and installed by the New England Telephone and Telegraph Company.

• **Federal cigarette tax revenue** in July-September (\$393 million) ran 6.2 per cent below the same period the previous year—reflecting the first important setback in cigarette sales in 20 years. This trend may be felt keenly by states that also tax cigarettes.

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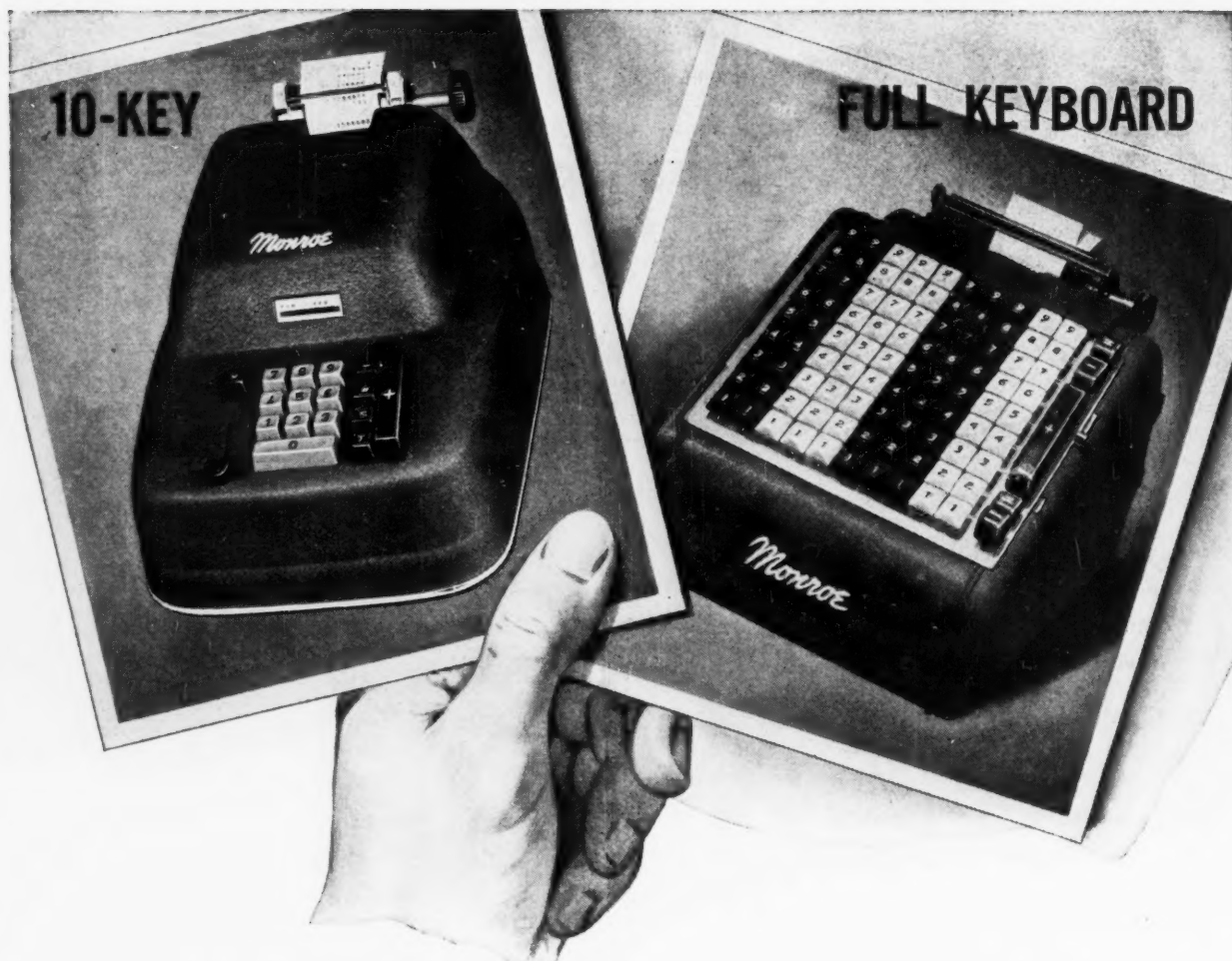
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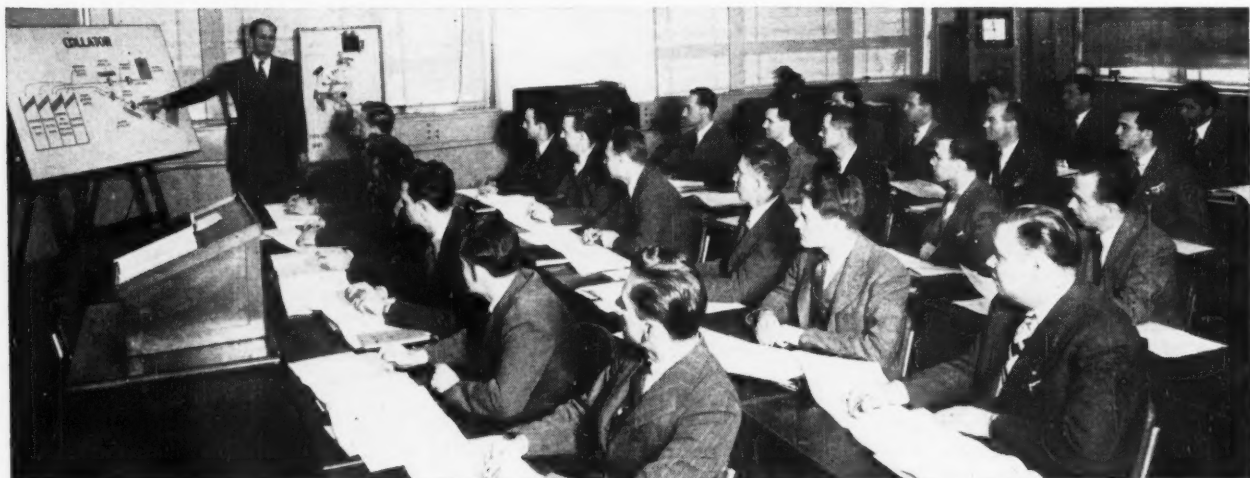
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THIS IS A "Training Within Industry" class, at IBM; its counterpart is appearing in training rooms of thousands of American firms, part of a new educational network springing up all over the nation. It challenges our educational methodology:

We Must Learn from "T.W.I."

SINCE WORLD WAR II, there has occurred a veritable revolution in American education. From experience in wartime training, business has organized its own educational institutions, paralleling the regular public and private schools from trade and vocational level right up through the university-graduate school. This new training will affect our conventional institutions of education profoundly.

■ Training by the Millions—

The total number of students electing to take their education within industry is unknown, but some figures may be interesting:

- *International Business Machines'* great schools at Endicott and Poughkeepsie, New York, train some 50,000 students a year; more than 200,000 trainees have learned IBM machine accounting methods in IBM classes.

- *The American Institute of Banking* enrolled 48,000 employees in the educational division of the ABA last

PROF. PAUL J. LATZER
Rider College
Trenton, New Jersey

June. Over 3,200 apprentices have completed General Electric's four-year formal apprentice-training program at the Schenectady works alone. As a matter of fact, the U. S. Bureau of Apprenticeship reported that in 1952 more than 158,000 apprentices were registered in industrial classes in 118,960 establishments.

- *It is probably* in the apprenticeship program, now more closely supervised by state and Federal educational authorities and by the national unions than any form of education, that we see developed maximally the work-study procedures that many thousands of young men elect to undergo each year.

And let there be no mistake: *Many*

of these apprenticeship programs are at full college level. High school graduation is required of applicants, and Journeyman graduates are accepted for promotion by their employers as readily as their brethren with a college degree.

One of our largest machinery manufacturers states in its explanation to apprentices: "The Company has made it a firm policy to advance men practically without exception from within its own organization to fill executive positions. Many of the top-ranking company executives in charge of production work today are men who learned their trades in the Apprentice Course."

Another manufacturer chooses its candidates for management-development training half from college graduates, half from Apprentice Program graduates.

■ Different from Conventional Training—

Because of the vast strides made by

TWI in the last dozen years, significant numbers of young people now choose to forego college, enter industry on graduation from high school, and climb the industrial ladder by way of apprentice to journeyman status; then take company-sponsored supervisory training to foremanship, and finally management development to top executive levels.

It would be well to compare, broadly, the modern industrial school with the conventional; for, despite its use of formal classrooms, professional instructors, and regular bulletins of courses, the TWI program differs markedly from its public counterpart.

- *Courses may be dropped or cancelled* at any time, depending on business requirements. Reports by many training directors indicate that program revisions are frequent and drastic.

- *Students are held to strictest accountability* for scholarship; any indication of lack of accomplishment or interest means prompt dismissal from the course.

- *Study is interspersed with work*: in most cases, students spend about half time at the school, the rest in the shop or lab or office.

- *TWI programs cover a wider scope*, by and large, than in a public institution; they cover all requirements from elementary level to full graduate work.

- *Courses extend over great geographical areas*, nationwide—even worldwide. Correspondence study, traveling instructors, work manuals, motion pictures, house organs may be used as teaching aids in such cases.

- *Courses are more specialized*—more restricted to the processes of one company—than “outside” courses.

- *A wide variety of visual aids* is used; a minimum of work is by lecture. The small-group discussion method is the most popular procedure.

- *Plant facilities* and experienced supervisors are available for instruction. “Vestibule” schools with duplicate plant equipment are common.

- *Students are commonly paid* while attending school.

■ Different Basis of Operation—

The advantages of many Training Within Industry programs can hardly be duplicated by the conventional school; few regular schools or colleges are financed as adequately as their industrial counterparts. However, serious study may profitably be given to some of the procedures in which TWI business training deviates from established tradition:

- *The graduate is not forgotten* after he leaves school. Correspondence courses, traveling instructors, bulletins, and occasional returns to “alma mater” keep him constantly abreast of the new-

est business and management techniques.

- *All courses undergo re-evaluation* constantly, to keep them abreast of latest practice. Company executives and research staff are available for assistance in this connection.

- *The lecture basis* is replaced by small-group conferences and practical work. Large groups are unheard of; classes of over 15 are rare.

- *Instructors are well paid* but must produce tangible results. Their students must demonstrate in the plant their mastery of material learned. Supervisors quickly detect omissions. Furthermore, many instructors must write their own training aids.

- *Students are carefully selected* on the basis of supervisors' ratings and psychological tests. Psychologists on the personnel-department staff are called on for intelligence, aptitude, and interest measurement.

- *Students understand* that failure will cause their removal from the course. Education is still a privilege—in business.

- *Students never attend TWI courses* because of parental pressure or social prestige. Motivation is positive and direct.

■ How TWI Gets Results—

Many educators are unfamiliar with the original wartime TWI program, which produced results so successful as to encourage business to embark upon its own system of training. So, even a brief review of the principles by which industry learned “how to teach in one easy lesson” may be enlightening:

- *First, each instructor* follows these four steps prior to teaching: (1) outlines a definite timetable; (2) breaks the job into steps or tasks, noting especially the key points; (3) provides proper equipment and materials; (4) arranges the training workplace to demonstrate by example.

- *Then, each instructor* follows these four steps during instruction: (1) prepares the trainee to learn by an explanation of what the job involves, its importance, and its relationship to other jobs he knows; (2) demonstrates proper job performance, one step at a time, with special emphasis on the key points; (3) encourages the trainee to try to do the job, explains what he does and how, and corrects his errors; (4) finally, allows trainees to go ahead on their own—with frequent observations by the instructor—until performance is entirely satisfactory.

This simple program of boiled-down “training for the trainers” proved so successful it has become the foundation of modern industrial training.

■ Promising Training Implications—

As a matter of fact, training is de-

veloping in areas that suggest amazing possibilities.

- *In some foreign countries*, the training departments of American firms have accepted the full responsibility of educating illiterate natives. Completely breaking with established tradition, astonishing results have been attained, results that may influence our own elementary education. Here is a fragment of a report on training natives in Saudi Arabia:

It will be noted that the training and educational process adopted for Saudi employees by ARAMCO reverses the trend of the education and training we are used to. In the latter systems, one receives a general education for 8 to 16 years and then starts to specialize. The ARAMCO process proceeds from the special to the general. It has been demonstrated that the ARAMCO training program offers the opportunity to a bright and willing Saudi boy to start work at the age of 16 (without any schooling or industrial experience) and to have a bachelor's degree by the time he is 30. During this time he is receiving a regular salary.

The Arabian American Oil Company's experiment in the Middle East may become significant in American education. The mounting interest in co-operative programs reflects the acceptability of the earn-learn concept. Before me is a newspaper clipping—it is from Detroit, but could be from many cities:

Teen-agers in Detroit these days work for good pay and at the same time get academic credit. . . . It is part of a plan called the Cooperative Education Program, sponsored by the Detroit Board of Education together with 52 civic-minded business and industrial firms in Detroit—Chrysler, for example, which has the largest program. Students taking these courses spend two weeks in school, then two weeks at Chrysler.

A bulletin of the famous Chrysler Institute of Engineering, which grants recognized master's degrees, states:

The starting salary for graduate students is kept in the range of salaries generally available to B. S. graduates in engineering. All the company expects is that the student may feel some moral obligation to the corporation, but he is not bound by any contract.

Is it remarkable that many graduate engineers prefer to continue their formal training at such a school, where constant access to company plants is available, where projects are actual engineering problems, where good salaries are paid students?

■ Even into General Education—

Before the writer is ample proof of the funds, thought, and intensive efforts being devoted by progressive employers everywhere to develop their own training and educational systems. Proof that the whole procedure is “coming of

(Continued on page 33)



STUDENT-DESIGNED dispenser of one letterhead, one carbon, and one second sheet for repetitive and routine transcription operations. New carbons are taken for each operation and returned to the middle slot for continued use when 10 have been accumulated. Demonstrator can remove supplies with left hand in one swift movement.



STUDENT-DESIGNED sorting device for routine sorting operations. Numerical sorting by digit is illustrated. Particular attention should be given to the ease with which students can prepare the device for classroom practice and experimentation. No clerical class need be without office-like appliances for practice in sorting procedure.

How Much "Office Routine" in Clerical Practice?

DR. HARRY HUFFMAN
Virginia Polytechnic Institute
Blacksburg, Virginia

THANK YOU for the summer job," said Miss Stewart to Mr. Johnson, as she picked up her last pay check. Leaving the office, she said to herself, "There is no better way to gain experience than by working as vacation relief. I'm really going to give office routine attention in my classes from now on!" George Washington High's youngest business teacher, Miss Martha Stewart, had discovered that routines are timesavers.

Office workers use a great number of routines in completing the scores of duties that the modern office requires. When Miss Stewart was on vacation relief for Mr. Johnson's private secretary, she was completely at home. After that, however, she worked as a clerical worker in different parts of the office. Even though the work itself was not difficult, she found that she had little idea of how to carry it out with dispatch.

■ Ways of Studying Routines—

Have you observed how skillfully and economically expert office workers carry out a great volume of office work? Miss Stewart compared them with the famous "Rockettes" of Radio City Music Hall, in New York City. Like the

Rockettes, the expert clerical worker exhibits precision, economy of motion, and artistry.

Office managers have a number of important tools for studying and measuring office work and making it routine.

- *The Process Chart.* The office manager may record the sequence of work for a particular office activity on a process chart—including the work elements, the time required, and the distance traveled.

- *Flow Diagram.* The office manager may record the route of paper forms as they are transmitted through the office.

- *Man and Machine Chart.* The office manager may record the use of a clerical worker's time and the use of a particular office machine's time.

- *Operation Chart.* The office manager may make a record of hand movements for short-cycle repetitive operations. In this way, he can study the work of a clerical worker and perhaps simplify that particular operation.

- *Work Distribution Chart.* The office manager may make a record of the activities of the entire office force, including himself, so that he can study the whole department.

These are ways in which the office engineer and top management can study office work and discover routines. Some office work requires the solution of problems. When we can make a particular piece of work routine, we work efficiently, swiftly, and accurately. Routines become efficient when we study how to simplify procedures, eliminate unnecessary work, and become motion-minded in our manual operations.

■ Simplifying Office Work—

Miss Stewart learned from Mr. Johnson that the *simplification of office work* meant less waste and the completion of more, but not harder, work. She observed expert office workers laying out the desk work to reduce and eliminate unnecessary motions. She experimented until she could collate and staple bulletins rapidly, using special equipment available in the office. She found that typing statistical reports required the use of a copyholder and line-finder for rapid and accurate work. She learned to sort numerically a pile of 300 invoices without spreading the work over three or four desks and chairs. She began to see that you don't have to speed up to get more work done—you merely

lay the work out carefully, follow a set routine, and eliminate waste effort.

■ Work Elimination in the Office—

Miss Stewart observed that the efficient and experienced office worker is always questioning why a particular piece of office work has to be done. What is its value? To be sure, the beginning office worker should not spend much time questioning the value of his work. The chief clerk questions the value of certain processes and operations. When he finds that a particular form or report has no value, he eliminates it. Miss Stewart heard, "If you can't simplify it, eliminate it." She was much surprised one day after laboring over the regular quarterly payroll report to hear the chief payroll clerk say, "That's the last of those we will do. We use it so little that we will just refer to the monthly reports."

■ Motion-Mindedness in Office Work—

Miss Stewart soon realized the importance of eliminating waste motion and establishing set routines for all repetitive operations. Some of the things she learned:

- *Use both hands* wherever possible. For example: both hands to list checks on an adding machine. Position and thumb the checks with the left hand. Enter the figures into the machine with the right.

- *Use opposite* and symmetrical arm motions. She saw one clerical worker reach for an envelope and a folded form letter simultaneously in a quantity-mail job. The worker brought the two together for insertion. These balanced motions enabled the office worker to complete more work with less fatigue.

- *Use simple finger motions* in place of wrist, forearm, upperarm, shoulder, or body motions. Place the stapler, paper clips, pens, pencils, eraser, and paper within easy reach on the desk or in the center top desk drawer. Thus, you can secure any one of these supplies with the simplest movement without stooping, twisting, or reaching with the whole arm.

- *Office workers* are concerned with the normal work area. Arrange work so that all motions stay within the normal work area of the forearms.

- *Avoid sharp changes* in motions and use continuous motion wherever possible. Fold and insert form letters into envelopes in a continuous operation.

- *Arrange materials* and office appliances in sequence of use to save motion. Miss Stewart worked two weeks at the record-keeping desk, auditing and verifying invoices. A clerk placed invoices in a basket on the desk at the right. She matched each invoice with a receiving ticket, stamped it with a numbering machine, referred to a price list, calculated the extensions, stapled the receiving ticket to the invoice, stamped

The Meaning of Routine in Clerical Work

1. Routines are habitual modes of procedure.
2. Routines conserve time and energy.
3. Routines are the result of intelligent and creative thinking.
4. Routines do not make a person an automaton.
5. Routines are the best and most desirable procedure.
6. Routines conserve initiative for the solution of the real problems.
7. Effective routines avoid confusion and difficulty.
8. Large offices need many mechanical routines.
9. Large offices encourage their workers to originate, examine, devise, and reorganize routines.
10. Beginning office workers should accept well-established routines and follow them carefully—suggesting changes only after considerable experience.
11. Office workers should understand the how, what, why, where, who, and when of all routines that they perform.

approval, and placed the completed work in an outgoing basket. After considerable experimentation, she arranged the supplies and equipment in the order that she used them on the normal working area of her desk.

- *Rhythm* enables an office worker to work faster and with less fatigue when working continuously. Miss Stewart discovered in completing repetitive operations that organizing the work to give the greatest rhythm to manual movements helped. She learned to collocate a bulletin in rhythm and to do a large quantity of work easily by balancing both hand actions in rhythm.

- *Automatic hand motions* are important. Miss Stewart found that she could make drop folds for the No. 10 envelope automatic with just a little practice. This was extremely important when she had to fold and insert two or three hundred letters. She also found that she could make the metering machine operation automatic with simple hand motions.

■ Teaching Routines—

We can teach routines in clerical work through the following devices:

- *Motion-Economy Instruction.* Miss Stewart has called our attention to a few of the principles of motion economy important to effective office routine. We can make our clerical practice classes conscious of motion economy throughout all their study units by emphasizing some of these basic principles. Precision, dispatch, and simple motion on all projects will enable the student to become motion-minded.

- *Small Office-Appliances Instruction.* We can teach our students the value of small office appliances by being sure that they use this equipment in school. The clerk-typist trainee makes constant use of the copyholder and line-finder for all typing work. He learns to use the erasing shield and different kinds of erasers for different kinds of paper. He learns to use the stapler and staple remover as tools to keep his work together or get it apart. He becomes familiar with the drawers in his desk that dispense letterheads, carbon paper, and onionskin. The general clerical trainee learns to use the sortograph. He uses clasps for record keeping to maintain the working page in his ledgers and journals and rubber bands for temporary separation of his work. He knows how to use the number finder for the telephone. He is familiar with the use of moistening devices for sealing mail and of opening devices for incoming mail.

- *Exercise and Drill.* As clerical practice teachers, we should provide exercises and drill in motion economy and the use of small office appliances and equipment. Here is an example: Provide drill on a quantity-mail unit that includes a duplicated two-page letter, a reply card, and an enclosure that must be clipped together, folded, and inserted.

The basic office procedures of handling the mail, keeping records, filing, preparing the payroll, and billing contain opportunity for teaching routines. Dr. VanDerveer identified some 67 basic clerical operations as part of these procedures. Some of them are: Setting up a carbon pack; typing fill-ins; typing form letters; folding form letters; stuffing envelopes; sealing envelopes; stamping envelopes; verifying the addition on sales tickets; preparing a sales summary; preparing a purchases summary; typing file labels; desk sorting; and using a paper cutter.

- *Appreciation of the fact* that both junior executives and clerks have routines. Our students need to know that routines are employed in the major activities of both clerks and junior executives. Clerks have many manual routines. Junior executives have many thinking routines such as auditing, reviewing, approving, verifying. The basic principles apply to both.

■ Conclusion—

We should teach the principles of routine, work simplification, work elimination, and motion economy in our clerical practice classes. We should introduce such instruction in a special unit devoted to routines of the office. We should emphasize application in all other units. We can provide real instruction to tie all the "odds and ends" of office work into a true and worthwhile instructional program.

Do Direct-View Copyholders Help Typing Students?

M. LOUISE GREEN
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Researchers give an emphatic YES

BUSINESS and industry, always on the lookout for aids that will lessen workers' fatigue and thereby increase production and reduce error, long ago adopted direct-view copyholders as a basic aid for secretaries and stenographers. Many office surveys have shown that copyholders achieve their intended purposes: they lessen eyestrain, reduce backache, bolster morale, reduce errors, improve posture, and increase production.

The typewriting classroom, however, has not yet adopted the direct-view copyholders as standard equipment for use in training superior typists. The copyholder is likely to appear in the school's own office, for the administrator's secretary; and it appears in most

office-machine laboratories, too; but it's not in the classroom—yet.

■ Don Quixote and the Windmills—

Most typewriting teachers have not given the matter close consideration. Off-hand, those unfamiliar with the copyholder dismiss it.

"Why *should* we use it?"

"We haven't found that we needed it."

"My students would hide behind it."

"Our typewriting books are too thick for such a copyholder to support."

But the blunt truth (that the copyholder *has* earned its place in business offices) keeps raising the fundamental question, "If the direct-view copyholder does so well in the office, does it not belong in the classroom, too?"

Recently three Michigan business teachers undertook to investigate that question. They borrowed "Line-a-time" model direct-view copyholders from Remington Rand, Inc., and used them in their typing classes. They compared the performance of students who used the copyholders with that of students who did not.

They found that the use of the copyholders *did* make a significant difference: The students using them did much, *much* better.

■ Details of the Experiment—

Students in the first-year typing classes of high schools in Detroit, Grand Rapids, and Kalamazoo took part. Working co-operatively, the three instructors were able to define from among all the students in their classes fifty pairs of students who were closely matched as to age, sex, mental maturity, reading speed, reaction time, and experience with typewriters. The teachers carefully paralleled their instruction so that all students would use the same materials on the same days, with identical-length class periods. Every effort was made to assure that the only distinguishing factor between the two groups, fifty in each, was the use or lack of use of the copyholder.

For the first month, the students in all groups learned the keyboard. All were trained with the aid of a wall chart, dictated drills, and copy drills from the same textbook. At the end of this month, the Line-a-times were installed and the experimental group began using them immediately for all copy work, including that from the textbook.

The students were not told that they were part of an experiment; it was believed that such information would stimulate unnatural motivation.

■ Special Tests to Measure Progress—

In order to obtain as pure a measurement as possible, unprejudiced by some students' chance familiarity with vocabulary that might be used in ordinary material, and unprejudiced by any special skill in reading ability, four special tests were constructed.

The first test consisted of unrelated *two*-syllable words. The second test consisted of unrelated *three*-syllable words. The third test consisted of unrelated *four*-syllable words. The words were presented in running paragraph style, not as lists; and in each case more

words were provided than any one student could finish, lest superior students might get exaggerated results through having the opportunity to repeat the first part of any test. Each of these three tests was copied for ten minutes at the end of the first semester and again at the end of the second semester and figures were compiled on the results.

The fourth test, also administered at the end of each semester, consisted of a 30-minute copying test of technical legal material, in running context form. The results of this test were compiled also, separate from the other tests.

■ Statistical Outcomes—

When the tests were given at the end of the first semester, the following results were obtained:

Test	Average No. Words by Students Using		Gain by Using Direct View
	Side View	Direct View	
2-syllable words	142	163	15%
3-syllable words	108	120	11%
4-syllable words	87	109	25%
Legal material	437	468	7%

At the end of the second semester, when the tests were repeated, the following results were obtained:

Test	Average No. Words by Students Using		Gain by Using Direct View
	Side View	Direct View	
2-syllable words	172	217	18%
3-syllable words	146	189	29%
4-syllable words	90	136	51%
Legal material	685	808	18%

Before making observations on the students' achievement, it should be noted that one cannot estimate the word-a-minute rates from the tables above, since long—some *very* long—words were used; and the results are shown in the table in terms of actual words, not five-stroke words. If the tables were converted to standard words a minute, the gain percentages would be the same.

Too, the scores indicate the number of *correct* words, not the total number of words. All scores in the tables are averages for the 50 students in each "team."

• As a *close-up view* of the work of the boys and girls in one school, in order to note whether use of the copyholder had any effect on the *accuracy* of the type-writing, the scores of pupils in Paw Paw High School at the end of the second semester are worth noting.

On the first test, the side-view students averaged a gross of 187 words in 10 minutes, with an average of 15 words typed with errors, for a net average of 172 words; on the same test, the students with Line-a-times average a gross of 227 words, with an average of 10 wrong, for a net average of 217 words. Thus, the direct-view students average five fewer errors and 45 more correct words.

On the three-syllable words, the side-view students averaged 168 words, less 20 wrong, net 148; the direct-view students average 210 words, less 21 wrong, net 189.

On the four-syllable words, the side-view students in this one school averaged 117 words, less 27 errors, net 90; the direct-view students averaged 157 words, less 21 errors, net 136.

On the legal matter, the side-view students averaged 759 words, less 74 wrong, net 685; the direct-view students averaged 860 words, less 52 errors, net 808.

In three of the four tests, the direct-view students achieved a notably higher degree of accuracy—in one test, that of three-syllable words, the two groups made about the same number of errors (20 vs. 21). But in *every* test the direct-view students scored much higher in speed.

■ Interpreting the Statistics—

At even the first glance, the all-over superiority in achievement of the direct-view students is apparent. One cannot safely average the percentages indicated for the eight sets of test scores for all students involved; but were one to do so, there would be a general estimation that the direct-view students were about 14 per cent ahead of their classmates at the end of the first semester and about 29 per cent at the end of the second.

In any case, it is noteworthy that the direct-view students progressed more rapidly than their classmates, not only in the first semester but also in the second. There was a "pyramiding" of gain. Despite the general slower progress of most typing students as they get into advanced work, the direct-view students expanded their "edge" over the side-view students; the margin is more than proportionate to the gains in the first semester.

■ Evaluating Other Aspects—

The three researchers volunteered their own non-statistical observations, which, though not scientifically controlled, were nevertheless so uniform among their separate reports as to represent significant findings. They found that:

—There was also a notable gain in the general copy-reading habits of the direct-view students.

—The students using Line-a-times maintained constantly the kind of excellent posture usually obtained only by constant admonition.

—Because of the confidence that superiority in speed and accuracy gave the direct-view students, they achieved more, too, in their production work.

—The direct-view students usually completed their assignments in much less time than the other students. Aware of this, many side-view learners requested the opportunity to use the Line-a-times.

■ In Final Summary—

The results of the experiment indicate that the use of direct-view copyholders was an important factor in the enhancement of typing skill. In the words of one of the researchers, "The Line-a-time is especially beneficial to advanced typing students, as they get closer to actual business office work."

How to Organize the Subject Matter of Your Secretarial-Practice Course

ORGANIZATION of the subject matter in your secretarial-practice course can follow many patterns, cover many different topics. The most typical pattern is to have instruction in machines, filing, human relations, and office procedure comprise the secretarial-practice course.

Assuming that your school has this pattern, how do you organize instruction in your course so as to give adequate attention to each aspect? Six suggestions follow.

■ Make Preliminary Plans—

The secret of organizing is to make preliminary plans. Such things as the following should be taken care of before the first day of class:

- *Selection* of text materials.
- *Checking* on kind and condition of your equipment and supplies.
- *Checking* on the conditions of the room itself—lighting, bulletin boards, chalkboards, arrangement, etc.
- *Finding out*, if possible, how many students will be in the class.
- *Preparation* of whatever supplementary material you need.

■ Make a Schedule for Each Day—

Set up a day-by-day schedule for the entire semester. In secretarial practice, where such a variety of topics must be scheduled concurrently, there is no ready-made guide; you will need to compose your own schedule. You will probably work with three sets of instructional materials—for machines, filing, and background (procedures and human relations).

• *Machines* are usually taught under a rotation system in which each student gets his turn on each machine. The first presentation of each machine should be a general orientation demonstration by the instructor.

• *Filing* can be taught either under a rotation scheme or to the class as a whole. Most frequently, filing is put under the rotation plan, along with the machines, in order to provide more flexibility in rotation schedules.

• *Those secretarial procedures* that involve typewriting should be taught in the typing room. The other secretarial aspects, such as human relations (meeting callers, for example), knowledges

(finding a credit rating), and attitudes (like, co-operating on the job) are developed best in a discussion type of class situation.

How can one bring both the individual-work plan (rotation) and group-work plan into a day-by-day schedule? The writer has found it feasible to organize instruction in this way:

• *Mondays*—Class presentation of a secretarial background topic, "Frequent Secretarial Duties," for example.

• *Tuesdays*—Laboratory period, in which students, following the rotation plan, work on machines or do filing.

• *Wednesdays*—In the typewriting room, students work on secretarial projects involving typing, such as preparing thank-you letters, hotel reservations, and so on. These grow out of the Monday discussion.

• *Thursdays*—Laboratory period, continuing Tuesday's work.

• *Fridays*—Laboratory period, continuing Thursday's work.

In general, such a plan (and of course the days of the week can be varied—for example, some prefer to have laboratory periods on Mondays, Wednesdays, and Fridays) provides one period a week for discussion of textbook materials, one period for doing projects associated with the textbook, and three periods for work on the rotation plan. Assuming the usual 16-week semester but providing an initial orientation week and a final review week, there are 14 weeks, or 70 periods, of instruction:

14 periods, textbook discussion

14 periods, secretarial projects

42 periods, rotation activities

■ Orient Students Carefully—

It is wise to devote the first week to orienting the students to the course and to giving demonstrations on each machine. A typical "first week":

• *Monday*—introduction to course: Aims, projects, organization, etc.

• *Tuesday*—Teacher demonstration of full-bank and 10-key adding machines.

• *Wednesday*—Teacher demonstration of rotary and key-driven calculators.

• *Thursday*—Teacher demonstration of duplicating and transcribing machines.

• *Friday*—Introduction of filing rules, systems, and assignments.

The demonstrations are, of course, general; it is not possible to spend much time on the first presentation of each machine, but the students should have a general idea of how the machines operate and what they will do before beginning work on them.

During the first week, the class rotation schedule should be planned. A good idea: duplicate the schedules as a part of the Thursday demonstration; each student can be given a copy of the schedule. Another good idea: find out, in the Monday presentation, which students have had experience on each machine; assigning these students to these machines as Step One in the rotation will simplify getting the plan "on schedule."

■ Make Assignments Well in Advance—

The writer has found it wise to see that assignments are outlined long in advance. If class discussion is each Monday, for example, the students have ample time to ready their materials for the Wednesday typing laboratory and for the discussion to be held the following Monday.

■ Use a Workable Rotation Plan—

The preparation of a rotation schedule is always an interesting job. If you do not know how to do it, you are lost; if you do, it's fun. You'll have the job anew each semester, since you are sure to have varying numbers of students, machines, and periods.

• *First*, determine how many machines you have. Let's assume that you have these:

- 3 full-bank adding machines
- 3 ten-key adding machines
- 15 rotary calculators
- 3 key-driven calculators
- 1 spirit duplicator

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TYPICAL ROTATION SCHEDULE No. 1

Based on units of 3 periods each, especially suitable in secretarial-practice courses that devote 3 periods a week to practice on office machines and in filing.

	Class Periods Devoted to Practice on Office Machines																
Students' Names	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30	31-33	34-36	37-39	40-42			
1.....	A	T	R	R	R	R	K	S	M	F	F	F	F	TXO			
2.....	A	T	R	R	R	R	K	S	M	F	F	F	F	UTX			
3.....	TXO	A	T	R	R	R	R	S	S	F	F	F	F	F			
4.....	UTX	A	T	R	R	R	R	S	S	M	F	F	F	F			
5.....	F	TXO	A	T	R	R	R	K	S	M	F	F	F	F			
6.....	F	UTX	A	T	R	R	R	K	S	M	F	F	F	F			
7.....	F	F	TXO	A	T	R	R	R	K	S	M	F	F	F			
8.....	F	F	UTX	A	T	R	R	R	K	S	M	F	F	F			
9.....	F	F	F	TXO	A	T	R	R	R	K	S	M	F	F			
10.....	F	F	F	UTX	A	T	R	R	R	K	S	M	F	F			
11.....	F	F	F	F	TXO	A	T	R	R	R	K	S	M	F			
12.....	F	F	F	F	UTX	A	T	R	R	R	K	S	M	F			
13.....	M	F	F	F	F	TXO	A	T	R	R	R	K	S	S			
14.....	M	F	F	F	F	UTX	A	T	R	R	R	K	S	S			
15.....	S	M	F	F	F	F	TXO	A	T	R	R	R	K	K			
16.....	S	M	F	F	F	F	UTX	A	T	R	R	R	K	K			
17.....	K	S	M	F	F	F	F	TXO	A	T	R	R	R	R			
18.....	K	S	M	F	F	F	F	UTX	A	T	R	R	R	R			
19.....	R	M	S	M	F	F	F	F	TXO	A	T	R	R	R			
20.....	R	K	S	M	F	F	F	F	UTX	A	T	R	R	R			
21.....	R	R	K	S	M	F	F	F	F	TXO	A	T	R	R			
22.....	R	R	K	S	M	F	F	F	F	UTX	A	T	R	R			
23.....	R	R	R	K	S	M	F	F	F	F	TXO	A	T	R			
24.....	R	R	R	K	S	M	F	F	F	F	UTX	A	T	R			
25.....	R	R	R	K	S	M	F	F	F	F	F	TXO	A	T			

Key to Symbols in Both Schedules

- A Full-bank adding machine
- T Ten-key adding machine
- R Rotary calculator (Monroe, Marchand, Friden)
- K Key-driven calculator (Comptometer, Burroughs, Plus)
- S Spirit duplicator (two students work together)
- M Mimeograph and Mimeoscope (two students work together)
- F Filing
- TXO One day on transcriber, one day as office (class) manager, and one day on any machine available. Manager helps teacher, checks papers, supervises routines.
- D (Below only) Three students share the two duplicators and the transcribing unit for a 5-period joint unit

TYPICAL ROTATION SCHEDULE No. 2

Based on units of 5 periods each, with teams of 3 students each following identical schedules (as shown by students 1-3 and 4-6, and condensed in others' schedule). Note special significance of "D" in the symbol list above.

Students'		Class Periods Devoted to Practice on Office Machines								
Names	1 - 5	6 - 10	11-15	16-20	21-25	26-30	31-35	36-40	40-42	
1.....	A	T	R	R	D	K	F	F	Use last three periods for comprehensive review	
2.....	A	T	R	R	D	K	F	F		
3.....	A	T	R	R	D	K	F	F		
4.....	F	A	T	R	R	D	K	F		
5.....	F	A	T	R	R	D	K	F		
6.....	F	A	T	R	R	D	K	F		
7, 8, 9.....	F	F	A	T	R	R	D	K		
10, 11, 12..	K	F	F	A	T	R	R	D		
13, 14, 15..	D	K	F	F	A	T	R	R		
16, 17, 18..	R	D	K	F	F	A	T	R		
19, 20, 21..	R	R	D	K	F	F	A	T		
22, 23, 24..	T	R	R	D	K	F	F	A		
25.....	Special; see comments in accompanying article.									
Machines:										
	Check on Number of Office Machines Used									
A.....	3	3	3	3	3	3	3	3		
T.....	3	3	3	3	3	3	3	3		
R.....	6	6	6	6	6	6	6	6		
K.....	3	3	3	3	3	3	3	3		
D.....	3	3	3	3	3	3	3	3		

- 1 stencil duplicator
- 20 filing units
- 1 transcribing machine

• *Second*, determine the number of hours a student *should* spend on each machine—it will depend on whether you are trying for full skill or just acquaintanceship with the machine, and it will be conditioned by the facilities and time at your disposal.

Let's assume your calculations are:

- 5 periods, full-bank adding machine
- 5 periods, ten-key adding machine
- 10 periods, rotary calculator
- 10 periods, key-driven calculator
- 5 periods, spirit duplicator
- 5 periods, stencil duplicator
- 10 periods, filing practice
- 3 periods, transcribing machine
- 53 periods, total to cover all

• *Third*, determine the number of laboratory periods available. In the schedule outlined, 42 periods were set aside for rotation work.

• *Fourth*, determine the number of students to be rotated. Since instruction on machines is individual, the number of students should be limited to 25 per instructor.

• *Fifth*, determine how many hours can be provided for each student on each machine. For example, if you have 25 students and only 3 key-driven machines, each student can spend only 5 hours on the machine. The formula: Number of machines *times* the number of machine periods, *divided by* the number of students, *equals* the number of hours available per student per machine. In the case of our sample problem, 3 (machines) *times* 42 (class periods for machines work) is 126; this *divided by* 25 (number of students) is 5.

Using the same formula, the time available for each machine in the list we first assumed is:

- 5 periods, full-bank adding machine
- 5 periods, ten-key adding machine
- 25 periods, rotary calculator
- 5 periods, key-driven calculator
- 2 periods, spirit duplicator
- 2 periods, stencil duplicator
- 33 periods, filing
- 2 periods, transcriber

• *Sixth*, reconcile the extremes, chopping here and there, doubling-up students here and there, using some of the typing periods for machines periods, and so on, to tailor a schedule consistent with your objectives. Some sacrifices must always be made—you are sure to have too many students needing too much instruction on too few machines in too short a time.

• *Seventh*, arrange rotation units in multiple periods. It is much easier, although not essential, to make a schedule if the time on each machine is in multiples, such as 3-6-9 periods or 4-8-12 or 5-10-15, etc.

■ Note the Sample Schedules—

Two illustrative rotation plans for the problem we have been assuming are adjacent. Each is a realistic solution; neither is perfect.

• *The first schedule* is developed in multiples of three class periods. Each student ends up with:

- 3 periods, full-bank adding machine
- 3 periods, ten-key adding machine
- 12 periods, rotary calculator
- 3 periods, key-driven calculator
- 3 periods, spirit duplicator
- 3 periods, stencil duplicator
- 12 periods, filing
- 1 period, transcriber
- 1 period as office (class) manager
- 1 period on any free machine
- 42 periods, to cover all

In the case of the duplicating machines more than one student has to use the machine at a time.

• *The second schedule* uses multiples of five periods. Each student gets:

- 5 periods, full-bank adding machine
- 5 periods, ten-key adding machine
- 10 periods, rotary calculator
- 5 periods, key-driven calculator
- 2 periods, spirit duplicator
- 2 periods, stencil duplicator
- 10 periods, filing
- 1 period, transcriber
- 40 periods, leaving 2 for review

This plan provides more complete machine utilization, but it leaves a 25th student unassigned. This is not so difficult as it seems at first; you always have a student who has had considerable experience with machines, or who can come to the laboratory at a different hour, or who is willing to fill in at the machines of absentees.

This plan, you note, calls for making one 5-period "unit" by combining the two duplicators and the transcriber; it is easy to work out a separate rotation plan for this unit, rotating the three students assigned to it through five activities: preparing a stencil, running the stencil, preparing a masterset, running the spirit duplicator, and transcribing.

■ Include a Comprehensive Review—

It is essential that a review be provided to "tie the course together." The review should cover:

- All secretarial procedures.
- All machine operations, with special attention to the advanced ones.
- Filing rules and procedures.
- Human relations discussions.

An ideal way to provide a review is to establish a model office in which students take part in each of the activities of a typical office situation. It is difficult to achieve such a plan, however, until the basic skills have been attained in a well-organized class, set up on a good daily plan.

Transcription Awards Program Starts Here in March

NEXT MONTH a new feature, based on a national survey and designed to teachers' specifications, will begin in this magazine: an awards program for achievement in preparing *mailable* transcripts.

■ Background of New Service—

Last spring the Gregg Awards Department asked several hundred teachers to help evaluate the services of the Department. Statistics concerning procedures and accomplishment in transcription courses revealed that—

• *Ninety per cent* of the schools put their students at typewriters for transcribing practice. A third of the institutions have a separate, formal course in transcription.

• *Eighty-four per cent* of the teachers responding stated specifically that they wished for an awards program based on students' rates of producing mailable transcripts.

The Gregg Awards Department sponsors student awards in many aspects of business training—shorthand penmanship, shorthand speed, typewriting artistry, typing speed, bookkeeping (see page 24)—but not one based on speed and skill in actual transcribing.

■ Nature of the New Award—

Because of the expressed interest, BUSINESS EDUCATION WORLD will present testing materials and an awards procedure in the March, April, and May issues. The presentation is experimental; if it is well received by teachers, it will be continued, and possibly enlarged to provide both an autumn and a spring series of tests.

• *The materials will be prepared* by Florence E. Ulrich, director of the entire Gregg Awards Program, whose ceaseless correspondence with teachers qualifies her to know precisely what they want in awards tests.

• *Each test take is double*; that is, each test includes two letters. Each letter will contain 250 words. The first will be for the teacher to give at 50 words a minute; the second, at 100 words a minute. Inside addresses are dictated in "free" time before each take. Both letters will be on the same vocabulary.

• *There will be three awards.* The student makes mailable transcripts of both letters; the award for which he

qualifies is determined by the time it takes him to transcribe the two letters. He gets a *Junior* Certificate of Transcription Accomplishment if his two transcripts are completed in 25 minutes (*rate*: 20 words a minute); a *Senior* certificate if he transcribes in 20 minutes (*rate*: 25 words a minute); a *Superior* certificate if he transcribes in 17 minutes (*rate*: 30 words a minute).

As in the other Gregg tests, the students may obtain pin awards in lieu of, or with, the certificates.

• *Papers must be mailable.* The original copies of the transcripts must be sent in with the applications for awards. The letters will be inspected closely to ascertain that they truly are mailable: that word changes do not change the meaning; that papers are free of finger smudges; that there are no errors in spelling, grammar, word division, names; that any erasures are very neatly made; that there are no omissions; that the transcripts are arranged appropriately on the page; and so on. In general, letters will be considered mailable if the teacher would himself be willing to sign the product as his own.

• *Three sets of tests* will be given—in the March, the April, and the May issues—so, students will have three opportunities to qualify for awards.

■ Getting a Running Start—

"To make richest use of this new service," suggests Miss Ulrich, "the transcription teacher will want to start now building up to the taking of the tests. Now is the time for class discussion of what *mailability* is and what desirable *transcribing rates* are."

Miss Ulrich suggests having students bring in actual business letters for class evaluation of arrangement and mailability; having students measure their rate of transcribing letters of about 250 words; encouraging reviews of each other's papers, to ascertain mailability; letting students practice neat erasing and correct letter placement.

"I hope our teacher friends will not wait until the last minute to *spring* the tests," said Miss Ulrich. "Students should *train* for them. The purpose of this awards program is to bring long-range, *continuous* motivation to students in transcription classes; and our efforts are dedicated to that goal."

TYPING DRILLS

... for Control

Second of a series of drill lessons
you can duplicate exactly as shown
and use in your typewriting classes

DOES YOUR typing class need some sort of stabilizing influence? If your students are making too many errors, duplicate the drills on the opposite page—and give your class a period of intensive controlled-stroking practice.

■ Using the Warmup Drills—

Purposeful warmup activity should open any drill period. Establish as the "goal of the day" the development of good stroking.

Call for a 70-space line; while the class copies the warmup rhythm drill, observe the students closely, paying special attention to stroking.

Next, direct the students to type the three lines of double-letter words. Most typists, regardless of their skill stage, have trouble with double-letter words and profit from this practice.

The three sentences loaded with double-letter words are worth practicing as copy matter; they are even better when used for 12- or 30-second writings. Call for a quick preview of each line, then give a timing or two on each or all, to encourage full effort. Devote about eight minutes to this thorough warmup.

■ One-Hand-Word Practice—

Practice on left- and right-hand words can be very helpful, for a surprising number of the most commonly used words are written entirely by one hand, and parts of many more contain one-hand sequences.

The drills here are helpful in pointing out specific hand and finger stroking difficulties. The student should note quickly which fingers do not respond readily and then concentrate his practice on them.

Left-hand words, incidentally, have a special remedial value. Whenever students type the *t* and the *h* close together or overlapping in a word like *the* (or the *w* and *h* in *when*), the typist's "timing" is off because of conflict between the left hand and the spacebar. Practice on left-hand words reduces this kind of error.

There are many ways to use the one-

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hand drill lines shown across the page; obviously, for example, they can be copied—singly, each group singly, each line more than once, a line of left-hand and a line of right-hand words alternately, and so on.

As an eye opener, give the class a one-minute writing on the left-hand words and another such writing on the right-hand words; have the students compute gross speed and total errors. Which hand needs the more intensive practice will be obvious from the scores; permit the students to practice the lines intensively, preparatory to a repetition of the timings. Then, repeat the two timings, having students report changes in their rate and/or accuracy. Ask, "How many gained 2 or more words a minute? . . . 4 or more? . . . 6 or more? . . ." and so on, to give a feeling of growth. The cycle of one-minute timings, of intensive practice, of re-

timing, and of tallying will take ten minutes.

Idea: Use a condensed version of the foregoing as the warmup each period for a week or two. Have students type each of the five warmup lines (or, for variety, similar lines that you compose yourself), then take a one-minute writing on each of the sets of one-hand words. Compute the scores. Collect the papers each day; in the second week, give back to the students the papers they used the same day of the preceding week and have them do their warmup and timings on the backs of the same papers; doing this will excite the students: they will do the work much better the second week and see that they are accomplishing something.

■ Using the Row-Reach Sentences—

In the last group of sentences, as the underscores show, are many sequences in which the same finger is used twice, consecutively. The students do not type the underscores. The drills give good practice.

Idea: Use these sentences as copy for a "points" game, which will give some emphasis to speed and control simultaneously.

Permit the student to preview each sentence, then direct him to write as many lines as he can—each line three times, followed by a blank space—in the time you allow. You can time for whatever length you wish; the writer has found that seven minutes is about the right length of time. Explain to the students how they will compute their scores—3 points for every line completed, plus 2 points for every line that is copied perfectly, plus bonus points. The bonus points depend on the number of consecutive perfect lines: 1-4 lines, 0 points; 5-9 lines, 5 points; 10-14 lines, 10 points; 15 or more, a point for each line. Explain, also, that there is a penalty: 5 points off for each error.

The students quickly do their computations (see the illustration). The points can be used as the basis for competition, for team contests, or even for grading.

John Draughon ACCURACY DRILL FOR POINTS

Those fresh flowers we ordered had a specia
Those fresh flowers we ordered had a specia
Those fresh flowers we ordered had a specia

I doubt that July will bring a cool snap; w
I doubt that July will bring a cool snap; w
I doubt that July will bring a cool snap; w

The kids must dirty up the floor a lot, fo
The kids must dirty up the floor a lot, fo
The kids must dirty up the floor a lot, fo

An old grade of hybrid sweet corn is
An old grade of hybrid sweet corn is
An old grade of hybrid sweet corn is

June just now received from Fran
June just now received from Fran
June just now received from Fran

The judge directed the jury
The judge directed the jury
The judge directed the jury

The bright blooms in
The bright blooms in
The bright blooms in

Student can use any "loaded copy" for drills that are timed and scored on the basis of "points." Note computation formula.

ACCURACY DEVELOPMENT DRILL

1. WARMUP

a. Rhythm Drills

a ; sldkfjghfjdksla ; sldkfjghfjdksla ; sldkfjghfjdksla ; sldkfjghfjdksla ; sldk
aq ; pswlodekifrjugthyfrjudekislewaq ; pswlodekifrjugthyfrjudekislewaq ; psw

b. Double-Letter Words and Sentences

Aaron abbey occur caddy seem offer baggy shall comma sunny floor issue
appear terror pretty sizzle bazaar ribbon accept paddle keeping office
bigger follow summer cannot school supply correct assume matter puzzle

Aaron agreed to carry his class office at school until summer arrives.
Lizzie took a roll of yellow ribbon from a peddler but cannot keep it.
I suggest you accept his written offer and look for a smaller cottage.

Words:

14 14

14 28

14 42

:	:	:	:	:	:	:	:	:	:	:	:	:	:
1	2	3	4	5	6	7	8	9	10	11	12	13	14

2. LEFT- AND RIGHT-HAND WORDS

as act bad far cat add car get are bed few saw beg see was set car red
at be we ear see age best care date ever case dear fact gave read were
bad sea ate dad rest bear fast save rate draw east face safe base ease
after great refer state waste great regard secret regret garage create

Words:

14 14

14 28

14 42

14 56

:	:	:	:	:	:	:	:	:	:	:	:	:	:
1	2	3	4	5	6	7	8	9	10	11	12	13	14

in my no up oh him joy you non hip ill oil mum ply hum Lon inn pup lip
on kin mop hop ink mom pop Lum only upon look hill milk July kill null
imp pin nip nil noon John lily join mill pink lion noun plum look hymn
junk imply phony onion nylon pupil Jimmy hominy unhook opinion million

14 14

14 28

14 42

14 56

3. ROW-REACH SENTENCES

Those fresh flowers we ordered had a special price delivered anywhere.

Words:

14 14

I doubt that July will bring a cool snag; why not switch Fred to June?

14 28

The kids must dirty up the floor a lot, for Ruthy must sweep it often.

14 42

An old grade of hybrid sweet corn is much better than any frozen kind.

14 56

June just now received from Frank a notice of the December conference.

14 70

The judge directed the jury to decide whether Azo killed the soldier.

14 84

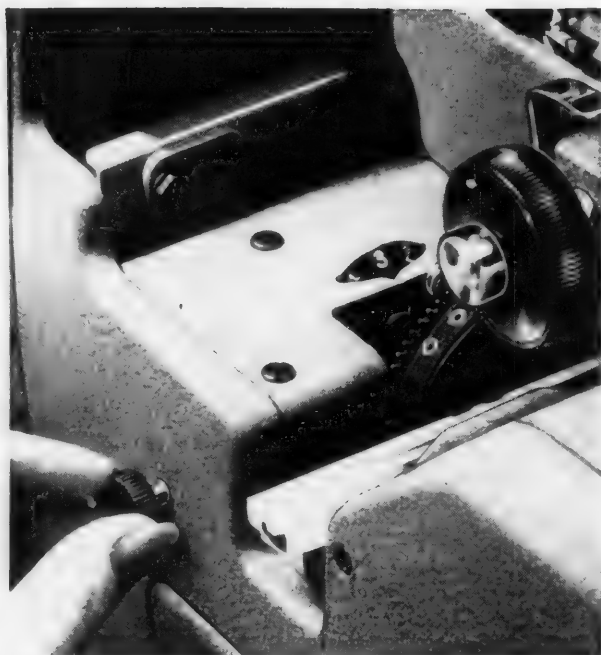
The bright blooms in front of my school are nice but much too fragile.

14 98

The old king was certainly kind and just but demanded sincere respect.

14 112

:	:	:	:	:	:	:	:	:	:	:	:	:	:
1	2	3	4	5	6	7	8	9	10	11	12	13	14



How to Use Royal's "Carriage- Tension Control"

(Or, How to Soup Up a Typewriter)

THE CARRIAGE-TENSION CONTROL introduced in the current Royal Typewriter came in answer to a long-felt need for a hand-set device that would instantly lower or increase carriage tension. Some teachers have had mechanics make tension adjustments in classroom machines; all teachers have wished it were possible to make such adjustments easily, to lighten the carriage for the slight, weak-wristed or weak-armed little girl, for example; or to increase the tension for the husky football player who all but tosses the typewriter from the desk each time he returns the carriage. Too, some teachers have wished the carriage would "jump" quicker on tabulations. And other teachers, realizing that typebar action is snappier when carriage tension is high, have wanted higher tension for their speed drives and faster students.

So, Royal has engineered a simple knob which, if

you turn it one way, increases carriage tension; and, if you turn it the other way, reduces tension. There is a dial indicator beside the knob. When the knob is turned toward the back, so that the pointer is at a high number, the carriage tension is high. When the knob is turned toward the front, pointing toward a lower number, the carriage tension is lower. High number, high tension; low number, low tension.

■ When to Use the Normal "Low" Tension—

"If the higher tension is so good," one may wonder, "why ever set it at the lower tension?" Answer: Students (and particularly beginners) who use a pushing or lingering touch find that the more sensitive action of high carriage tension results in blank spaces in words and extra blanks between words.

When the dial is set for low tension, the carriage has "normal" tension—correct for routine classroom and office work in manuscript and correspondence typing. The carriage is not sluggish; typebar action is perfectly normal. For best results, the machine should be used ordinarily in "low" tension, with the new higher tensions reserved for special purposes.

■ When to Use the Special "High" Tension—

With an increase in tension, the carriage is pulled more rapidly toward the left. Typebars are "kicked" back more rapidly. There is more resistance to a carriage return. So, whenever these factors are desired, the typist should "turn up" more tension.

When pressing for higher speed in practice drills, tests, and contests, for example, the fairly skilled and the expert typist benefit from the higher tension: literally, the machine will go faster for them. When typing tables, having the carriage *leap* to the tab stop faster is an advantage. Indeed, for most tabbing work, only on very long "hops" is it essential to hold down the tabulator key; ordinarily, if tension is high—the carriage will make its hop as quickly as the typist's hand rolls on and then off the palm tabulator.

Teachers, of course, will immediately sense a remedial use of the new adjustment, too. With the machine set for increased carriage tension, the erratic typist who lacks continuity or rhythm or who often runs his words together will quickly respond to the need for stroking his keys more sharply; he is almost compelled to space his stroking more evenly. Students who despair of increasing their speed will find that higher tension helps them to do so. Girls who stroke the keys very lightly, and boys who throw the carriage too hard—higher tension helps them, too.

Conversely, the student who gets extra spaces in his work should be told to use low tension; so should the young student who finds that returning the carriage is a heavy and fatiguing chore.

■ "Personalizing" the Typewriter—

Royal is proud of its new contribution and thinks of it as a dual one. Carriage-Tension Control is not only a feature that will help classroom instruction and lead more typists to higher skill and more rapid production but also a new refinement in "personalizing" the typewriter to its operator. Just as the Touch Control mechanism facilitates adjusting the machine to its operator's touch, so is the Carriage-Tension Control a facility for adjusting the machine so that its operator can use it more efficiently.—*Stella Willins, School Department Manager, Royal Typewriter Co., Inc.*

Practical Business Experiences Should Start with Work Right in the School



SAYS DENNIS CAMBIER, whose Midland (Pa.) High School students get rich business experience through their work as athletic concessionaires.

THE SCHOOL itself, with its many social and athletic activities, can offer much in the way of practical experience in business. The opportunities are there. They are so rich in learning value that business teachers would be wise to investigate them before looking to merchants and other businessmen for help in giving students a chance to apply the theory they learn.

■ Better Than "On the Job" Training—

Admittedly no program of vocational business training is complete without students' having the opportunity to garner business experiences as a part of their training. But too many business teachers have assumed that farming students out to business offices or stores is automatically good education and superior to the kind of supervised work experience that can be provided right in the school.

• *Few businessmen* have the time, interest, or training necessary to develop and conduct a training program in business experience suitable for high school students. Aside from a few large retail firms, and these are located in just a few big cities, the budgets of businessmen do not provide for a training director or an educational program designed to help high school learners—and only in a firm that can afford the

time and personnel to do the job right will the student receive any considerable amount of attention and guidance.

Too often his time on the job is wasted on minor clerical or routine duties of little educational value. The manager of a small business organization cannot be criticized for this situation; his responsibility is not educating but making a living and wringing some profits from his business. Part-time students are paid; they are an expense; management naturally tries to receive something of value in return.

■ Advantage of "School" Business—

By contrast, when a student receives his actual business experience on the school grounds within a business situation set up primarily for educational purposes but with a clear profit motive, too, under the direction of an instructor whose chief interest is the students' learning, the student can realize all and more of the benefits hoped for in a "real" office or store.

A discussion of this matter is purely academic unless one can offer evidence of the kinds of learning activities possible in the school-directed experience. For such evidence, let us review the learnings and activities in which students in our school engage in their supervised work as operators of the

refreshment concessions at our school's athletic contests (a kind of business activity, incidentally, which is possible at virtually every high school and which is often neglected).

■ We Organized Our Own Business—

To give our students the maximum training in the business duties that they might experience after graduation, we obtained the privilege of operating the concessions and organized our effort in lines similar to the present trend in business management: a central organization with numerous outlets under separate management.

This proved to be practical. The physical arrangement of our enterprise necessarily houses separately the staff operating the concessions and the headquarters for the office force.

Having this arrangement, the experiences available to the students are increased several fold over those that may be achieved in a single, integrated business unit. As one observer commented, "You have more junior executives and branch managers, this way."

Following is an enumeration of some of the experiences available to the students, quite aside from the obvious experiences of meeting and servicing the customers who purchase from them and the dealers who sell to them:

■ Bookkeeping-Accounting Experiences—

The office manager or accountant and the staff get these experiences:

- *Accumulation of an inventory* of goods in stock, to develop the beginning inventory figure for the general ledger and any supporting inventory ledgers kept.

- *Arrangement of a balance sheet* from available assets and liabilities present at the time of organization.

- *Opening of a general ledger* with a special effort to integrate all the different accounts practical for the type of business, to give the maximum ledger experience.

- *Opening of property ledgers* with supporting depreciation records for all the fixed assets to show the record keeping of fixed assets and the accumulation and distribution of the expense of such ownership.

- *Opening of a subsidiary ledger* for accounts payable or an accounts payable invoice file.

- *Opening of proper journals* suitable for this type of business and for the type of breakdown desired on the cost and expense items.

- *Proper breakdown* of the journals, ledgers, and other records, to give each member of the staff experience in the entire department.

Could students get such experience in any "real" office or store?

■ Cash Control and Banking Learnings—

The office manager or accountant and the staff also experience:

- *Opening of the general cash account* at the bank, including having conferences with bank officials, using a passbook, opening the checkbook or check record, using signature cards, etc.

- *Opening of the payroll account* and the making of transfers from the general account to this account at the various payroll periods.

- *Preparation of all vouchers* to support each cash payment.

- *Keeping of the voucher* and check register or other record to vouch each payment. Here, internal control is taught in the separation of vouchering from cash payment.

- *Writing of checks* upon presentation of the proper vouchers.

- *Reconciliation* and adjustment of all bank accounts. Internal control is taught here in separating reconciliation from cash receipt and payment.

- *Further experience* in cash control by showing the importance of division of responsibility in the handling of cash and cash items.

- *Arrangement for deposit account* for concession manager, with periodic transfers from this account to the general account.

- *Experience in getting receipts*

ready for deposit—wrapping of coins, endorsement of checks, arrangement of currency, the proper listing of each on the deposit slip, etc.

- *Making the actual deposits* in the two or more accounts, with the various experiences linked to this activity.

The concession manager and his staff have a somewhat similar, yet different, series of experiences associated with cash control and banking:

- *Receipt of cash fund* and confirmation of the amount received, to the office staff.

- *Experience in making change*, with emphasis on building up from the sale to the amount tendered by the customer, with a double check by counting back to the customer in the same way.

- *Cash count daily* with separation of cash fund from receipts, wrapping of coins, and arrangement of the currency for deposit.

- *Learning the importance* of depositing receipts in tact for complete control over cash payments.

- *Making bank deposits daily*, and learning the correct procedure for completion of deposit slips and the handling of the pass book.

- *Preparation of deposits* for a night depository.

- *Preparation of the weekly cash report*, to coincide with the report of merchandise received, sold, and remaining in inventory; explanations of any shortages that may occur.

Could students get all these experiences in a "real" office or store?

■ Buying and Inventory Control—

As students take turns at being the purchasing agent or working as a member of the agent's staff, they have these further experiences:

- *Maintenance of files* of price lists for comparison of prices.

- *Making arrangements* with various wholesale dealers for original orders. (Subsequent ordering is ordinarily made by the concession manager.)

- *Receipt of all invoices*; verification with reports from the concession manager as to quantity; check of all prices, extensions, and totals.

- *Proper preparation of all invoices* for filing and vouchering.

- *Making of adjustments* for damaged or short merchandise and mistakes made in billing.

- *Verification* of all figures on the concession manager's report as to goods received and sold, inventory, comparison of sales with deposits, and the accounting for all shortages.

- *Preparation of efficiency reports* on concession manager, including such items as cold drinks per gallon of syrup, popcorn used per bag, pounds of coffee to the number of cups, etc.

- *Periodic surprise cash* and inventory counts, made to verify reports received from the concession manager.

Similarly, the concession manager and staff have parallel experiences:

- *Accumulation of beginning inventory* data or verification of data received from office manager for beginning of cash and inventory record.

- *Making arrangement* with suppliers authorized by the "home office" for quantities and delivery dates.

- *Receipt of merchandise*, verification of amount received, making of proper records, filing of delivery slips to vouch receipt.

- *Reporting* to the office manager any difficulties encountered not within the manager's jurisdiction.

- *Maintenance of proper records* as to sales of the various items at each game, with the factors affecting the sales, such as the weather, record of the visiting team, record of the home team, size and type of crowd, etc.

- *Maintenance of a balanced inventory* based on past records and present trends in attendance, to avoid waste in perishables—such as meat, rolls, popcorn, candy, etc.

- *Avoidance of overstock* in perishables and overestimation of sales of goods not returnable.

- *Making purchases* of competing products, with emphasis on that with the greater margin of profit (e.g.: popcorn versus potato chips).

- *Control of variety in stock* (as, many flavors), to prevent overstocking of slow-moving items.

- *Being alert* for new types of merchandise to introduce.

- *Discontinuance* of brands and of items that move slowly, to prevent losses in spoilage and leftovers.

- *Keeping records* constantly up to date. To encourage this, periodic cash counts and inventory checks should be made from the "office."

- *Becoming familiar* with the retail inventory method of keeping inventory records, by which the concession manager is charged for all items at retail price and must account for all of them.

Could students get so many experiences in "real" offices or stores?

■ Learnings Belong in the School—

The enumeration of specific learnings could be extended. Handling petty cash, doing payroll accounting, considering personnel problems, preparing advertisements, and so on, all involve other valuable experiences. But enough has already been suggested to verify our original point:

The practical business experiences our students need can be given *right in the school*, where the experiences can be supervised and directed to assure that they are pertinent, rich, real, and much more diversified.

What Should We Teach about PAPER?

- ☐ GRADES?
- ☐ SIZES?
- ☐ WEIGHTS?
- ☐ COLORS?
- ☐ FINISHES?
- ☐ GRAINS?

PAPER may well be called the "common denominator" of most office activities, for it is involved in the majority of office tasks. Clearly, the training of office workers is incomplete until they know the language of paper—know that there are many different types of paper, designed for different purposes.

Ask most graduates about paper. They will tell you, "Paper? Sure, I know about it. I've had to use enough of it! It's white, it's 8½ by 11 inches, and the center point is 43 on the scale. Why?"

It *isn't* always white, it *isn't* always 8½ by 11 inches, and the center *isn't* always at 43.

Any talk about "substance" and "finish" and "type" and "grade" is mystifying to many of our seniors and to too many of our graduates. It is not fair to them, to their employers, or to the corner stationer for us not to include in our office-training programs a basic understanding of paper qualities.

What do students need to know about paper? Here are some of the essential points:

■ The "Grade" of Paper Is Its "Quality"—

The "grade" (the *quality*) of paper is determined by the kind of materials used in the process of making the paper. Irrespective of its type, paper is made from fibre, of which there are two chief kinds: (1) that obtained from cotton and flax, known as "rag" paper; and (2) that obtained from wood, known as "sulphite" paper. And, of course, there are combinations.

The highest-quality paper is that made from 100-per-

cent rag fibre, extracted from cotton or linen cloth or from virgin cotton. Gradations of quality vary according to the kind of rags used—whether new or used, white or colored, and so on.

Sulphite fibre, extracted from wood by means of certain chemical processes, may be mixed with the rag fibre to make paper of 25, or 50, or 75, or other per cent "rag content," the rest being sulphite content. In general, the greater the rag content, the better the quality of the paper. There are some papers that are 100-per-cent sulphite, with no rag content.

The grade of paper to be selected depends on such things as the permanence or longevity required, the amount of handling to be given it, and the appearance desired. There is little, if any, excuse for using a better quality of paper than is necessary for the purpose—obviously, for quality means cost.

■ There Are Many "Kinds" of Paper—

In the paper trade, the term *writings* is used to describe papers suitable for typing, writing, printing, and folding. They are made from rag, from chemicalized wood (sulphite), or combinations. They are divided into "bonds," "thin papers," and "ledger" papers.

• The word "*bond*" is a well-known term that is actually descriptive of a character of paper; it denotes a paper that is usually hard, long-fibred, built essentially for strength. Bond paper is used in almost every conceivable type of business paper—letterheads, invoices, statements, envelopes, and so on. It may be of rag or sulphite or a combination of these.

• The "*thin papers*" are "bond" in character but much lighter in weight; they are classified as *manifolds* and *onionskins*. Manifolds are usually 100-per-cent sulphite and generally available in cockle, glazed, and smooth finishes. Onionskins are at least partially of rag content and are available in the same finishes. There are complexities, of course; because the word *onionskin* suggests rag content and therefore greater strength, it has been incorporated into the trade names given by some manufacturers to their 100-per-cent sulphite thin papers.

• A "*ledger*" paper is similar to bond but usually of a somewhat heavier substance, with a smooth and slightly glossy surface. It is principally a records paper used for ledger pages (hence its name), passbooks, posting forms, and similar recording forms.

• Although there are clearly these three principal kinds of "writings" papers, many special writings have been manufactured for special purposes. Thus, paper for mimeograph work, commonly termed *mimeobond*, is a paper designed to meet the requirements of stencil duplicating—quick ink penetration of the surface, yet the surface will take pen writing. *Duplicator paper* is a special bond for use in spirit-process duplicating; its smooth, hard surface provides sharp, clear copies—that is why we get more and better copies from a hecto master when we use duplicator paper than when we use any other kind.

Several manufacturers have now developed a bond typing paper, in all thicknesses, that has special erasing qualities, so that typescript can be erased—for a while, before the ink from the typewriter ribbon "soaks in"—with just a flick of an ordinary pencil eraser. Such paper is a boon to the typist preparing long manuscripts or reports, particularly where multiple copies are required.

■ "Weight" and "Substance" Are Thickness—

Paper is usually sold by weight. You get the same amount of paper, so to speak, whether it is thick or thin, when you buy a dollar's worth. It's like buying butter; a pound is a pound, and the number of slices you get from the butter brick depends on how thick or thin you make each slice.

The machinery used for making "writings" paper nor-

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The factual information in this article appears also for student readers in this month's *Today's Secretary*.

mally produces sheets measuring 17 x 22 inches; the manufacturer's "ream" (500 sheets) usually has those measurements; the ream we buy for classroom or office use is a quarter that size, 8½ by 11 inches. So, there are usually four of our reams to one manufacturer's ream. The weight identification, "16 pound" or "20 pound," and so on, is the weight of the *manufacturer's* ream. When we order a ream of 16-pound mimeobond paper from a corner stationer, it will probably weigh 4 pounds, since it is a quarter of the manufacturer's ream.

The paper trade identifies weight as "substance." Our 16-pound mimeobond will be called "Substance 16"; or, more likely, its identification will be abbreviated to "Sub. 16" or even "S. 16."

The following are the weights generally recommended for use in office supplies:

Envelopes	24 or 20 pound
Letterheads	24, 20, or 16 pound
Airmail letterheads	13 or 9 pound
Interoffice letterheads	20, 16, or 13 pound
Duplicating	28, 24, 20, or 16 pound
Carbon copies:	
For 1-4 copies	16 pound
For 4-5 copies	13 pound
For over 5 copies	9 pound

In regard to multiple carbon copies, it must be remembered that the number of satisfactory copies obtained at one writing depends on several factors: the weight of the papers, the weight and finish of the carbon paper, and the method of writing. If typed, such factors as type of machine, hardness of platen, size of type, and operator's touch play a part.

■ "Opacity" Is Quality of NOT Seeing Through—

When a stationer says a paper is "opaque" or has a "high opacity," he means that writing on one side of the paper does *not* show through to the other side. Opacity is closely linked to weight, of course, since thick sheets are harder to see through than are thin ones.

Paper manufacturers, however, are ingenious in finding ways to give opacity even to thin papers. They can treat the papers chemically during their manufacture, or they can coat them; naturally, this adds to the cost—the tissue-thin paper used in printing bibles, for example, with a miraculous degree of high opacity in very thin paper, is one of the most expensive of papers. Color in paper adds to its opacity, too.

The matter of "see through" is an especially important consideration if work is typed, duplicated, or printed on both sides of the sheet. To mimeograph material on one side of a sheet, 16-pound stock would probably suffice; but to mimeograph on both sides, 24- or 28-pound paper would be desired. Using colored paper would increase the opacity, too.

■ "Finish" Concerns the Surface of the Paper—

Paper is normally made with a smooth finish, sometimes referred to as "regular" but normally called "bond." Various methods and equipment used in the manufacture can produce special surfaces, such as "ripple," "cockle," "linen," "leather," and other distinctive finishes. Some of these are sometimes selected for letterheads and for covers of reports because of their distinctive appearance; they are not used for record forms.

■ "Grain" Is the Lay of the Fibres—

All paper has a "grain," a principal fibre direction, which gives the paper greater strength in one direction. The grain results from the process by which paper is made, and it should be specified when ordering paper.

In general, the grain in records forms should be vertical—in the position in which the forms are filed. In notepaper, the grain should be horizontal, since the fibres then give less resistance to the pen nib. In letterheads, there are

advantages in each direction: when the grain is horizontal, the paper bends more easily around the platen and is less likely to slip when being turned or when being erased on; when it is vertical, it is easier to make neat erasures—erasing strokes should always be in the *same* direction as the grain, since such strokes are less likely to scar or make holes in the paper.

For assurance of good press operation on mimeograph, gelatin or spirit, Multigraph, Multilith, Davidson, and similar machines used for office printing, the grain should follow the long dimension of the paper.

■ There Is a Right and Wrong Side to Paper—

When paper is being made, watermarks (usually the brand name or trademark) may be produced by wire or other metal designs that are pressed into the paper while it is in a semifluid condition. The watermark reveals helpful information with regard to the top and bottom side of the paper—yes, paper does have a "right" and "wrong" side, even though it may not be obvious to the untrained eye. The top is called the *felt* side, and the bottom is the *wire* side, terms based on the manufacturing process.

In most applications, better results will be obtained if one uses the *felt* side—the side you face when you can read the watermark. Many paper makers indicate on the printed label at the end of a ream of duplicator paper the instruction, "For best results run copies on this side," with an arrow indicating which side is the felt side. Students and office workers should be taught to open the package in such a manner as to keep the label intact when only a portion of the ream is being used.

■ Color Is Usually White, Can Be a Wide Variety—

Paper is available, at a modest extra cost, in a wide variety of colors. White is the choice for most letterheads, although there are exceptions, of course. Color is widely used in office forms for classification or easy identification. Color of paper, as well as color in ink, are commonly used for its attention-getting value in programs, direct-mail pieces, etc., whether printed or duplicated.

Careful selection of color, singly or in combinations, can result often in a more attractive piece; but overdoing the use of color defeats its purpose. Moreover, it should be remembered that colored paper usually costs 10 to 15 per cent more than white paper of the same quality, since all paper is made white and the color must be added as an extra operation.

■ Who Should Teach This Information?—

The business teachers of each department must decide at what point in the training program information about paper should be introduced; certainly it should not be deferred to the end of training. If a unit of study on paper is introduced early, students in office practice, secretarial practice, advanced typing—in all those courses where a great deal of paper is consumed—can be directed in their selection of the correct paper to use for each task before them. Each time a ream of paper is taken from a shelf, there is a full lesson possible from what is printed on the label.

When a class approaches a unit on paper, an authority—your corner stationer—will doubtless be most happy for the opportunity to explain the characteristics of papers to your students. Many of the paper manufacturers—those whose advertisements you see in business education magazines—have sample kits they will send for your students' scrutiny. The daily mail that reaches your school and your home and the homes of your students brings a full sampling of papers, too—resource materials for your unit. If you wish, you may duplicate the information in this article [or that which appears this month in *Today's Secretary-Editor*] for the use of your own students.

The important thing is for us to see that no office trainees leave us without knowing the "language" of paper, for it is a language they must speak.



Instructor C. Vance Allen records dictation on the 33 1/3 rpm machine



... and sends the disc to the college library, knowing that his students



... will play the dictation back on an LP phonograph for extra practice.

How Colby J. C. Uses SoundScriber Recordings for Shorthand Practice

AT COLBY Junior College, in New London, the secretarial students go to the library when they want dictation practice. They sit beside a phonograph, put on headphones, put a recording on the machine, and hear the voice of their class instructor. This unique facility has come about because of three facts:

- *Discs prepared on a SoundScriber dictation machine will play back clearly not only on the SoundScriber transcribing unit but also on any "longplaying" (33 1/3 rpm) phonograph.*
- *The College's Fernald Library has a fine record collection. It also has eleven phonographs, each of which will play LP records. Students can use the phonographs, whether for dictation or just to listen to good music, from 7:45 a.m. to 10 p.m. daily. They can also borrow machines and recordings for study in their own rooms.*
- *Many Colby students (15 per cent of the student body) are going to be medical secretaries; and, medical dictation being what it is, future medical secretaries need a lot of dictation—far more than can be included in regular class sessions.*

THE PROGRAM developed when Colby secretarial instructors, searching for a practical means of out-of-class dictation practice, stumbled over the discovery that the SoundScriber discs *would* play on LP phonographs. Knowing of the library's phonograph facilities, the staff pieced together the idea: they would record dictation, using their departmental dictation machine; the recordings would be indexed and filed at the library; students could then go to the library and get all the practice they needed at their own convenience.

The next step was to record more than medical material, so that the library now has recordings at all speeds, some of it correlated with textbooks; and on all vocabularies—especially medical. And everyone is happy about it:

- *Teachers can use the recordings in class. They can also be used for machine transcription. Teachers put in fewer hours in individual coaching sessions.*
- *Students can get their practice at their own convenience, and get it without worrying roommates with "can you dictate some to me today?" Plus benefit: The vocabulary in the medical recordings is pronounced correctly—something students had trouble with.*
- *The library staff is happy at the opportunity to render greater service.*
- *The College itself is pleased at the prospect of developing more competent secretaries more easily and proud of its instructional pioneering in the LP's.—Gretchen Goodwin, Colby Junior College.*



First-Prize Trophies

Business Education

17th Annual International

MILTON BRIGGS
Bookkeeping Editor

BUSINESS EDUCATION WORLD'S Seventeenth Annual International Bookkeeping Contest, sponsored as a service to business students and teachers all over the world, begins today and closes March 5, 1954. Complete information and contest rules are given here, and the official contest problem is given on the next page. Teachers should clip the coupon to send for preprints of the contest problem.

■ Prizes for Everyone—

BEW sponsors this contest each year to provide bookkeeping teachers with unusual and effective classroom motivation. The contest is conducted in three divisions—one for public high schools, one for parochial high schools, and one for private business schools and colleges—with identical prizes offered in each division. There are awards for teachers, schools, classes, and all students.

• **Prizes for Schools and Teachers.** A Silver Trophy Cup will be awarded as first prize to the winning school in each division, with the Official Gold and Enamel OBE Pin to the teacher. A second-prize banner will be awarded to the school and the Official Gold and Enamel OBE Pin to the teacher of second-place winners. A third-prize banner will be awarded to the school and the Official Gold and Enamel OBE Pin to the teacher of third-place winners. A prize-school banner will be awarded to the school and the Official Gold and Enamel OBE Pin to the teachers of the winners of the next five places in each division.

In addition to these prizes, Superior Achievement Certificates, suitable for framing and display in the classroom, will be awarded to teachers whose club ratings merit these awards. Gold-seal certificates will be awarded for a composite rating of 275 or better; red-seal certificates for a composite rating of 250-274; and blue-seal certificates for a score of 215-249.

• **Prizes for Students.** To the 100 students who submit the most outstanding papers, the gold and enamel OBE Superior Pin will be awarded. Moreover, an attractive International Bookkeeping Contest Certificate will be awarded to each student whose paper meets an acceptable business standard, regardless of whether or not his club wins a prize.

■ Contest Rules—

• **Contest Material.** Only the official contest problem may be used.

• **Club Entries.** Ten or more student entries are required to constitute a club to be entered in any division. Only one club may be entered by any one school, but the students of one or more teachers may combine their work into one club representing the school. All team entries are automatically entered for the individual awards. Schools having fewer than ten bookkeeping students may enter them for individual awards and contest certificates but not for club prizes. Be sure to specify in which division—public high school, parochial high school, or collegiate—your school is to be entered.

• **Entry Fee.** To help defray contest expenses and to cover the cost of issuing two-color certificates to every student whose paper meets an acceptable business standard, a fee of 10 cents will be required for each student who enters.

• **Heading for Solutions.** The upper right-hand corner of the first page of each solution must bear the following information clearly printed or typed: *Student's name; teacher's name; name of school; city, postal zone, and state.*

• **Closing Date.** The contest closes March 5, 1954. Papers must be postmarked on or before midnight of that date.

• **Entry Form.** The form may be obtained from BEW by using the coupon at the end of the contest. Send entry blank and remittance in full with contest papers. Make checks and money orders payable to BUSINESS EDUCATION WORLD. Do not send cash in unregistered mail.

• **Shipment.** Solutions and all correspondence should be addressed: *Business Education World, Department of Awards, 330 West 42 Street, New York 36, New York.* Do not roll or fold papers. Ship only by express or first-class mail.

• **Contest Reports.** Prize winners will be notified and prizes awarded as soon as the judges have made their decisions, but no complete official report of the contest can be supplied except that which is published in the June issue of BEW. Student certificates will be forwarded as soon as the students' solutions have been graded. All papers become the property of BUSINESS EDUCATION WORLD.

• **Calculation of Winning Scores.** Every club, large or small, has an equal chance to win in this contest through the use of a composite score. The composite score will be compiled on the following basis: (a) the percentage of the total enrollment of the class or classes submitting papers; plus (b) the percentage of papers submitted that reach an acceptable business standard; plus (c) the percentage of

ation World's

l Bookkeeping Contest



Second- and Third-Prize Banners

papers submitted that rank as superior. Total possible score: 300.

- **Grading Considerations.** Students' papers will be judged on the following points: accuracy, penmanship, attention to instructions, neatness (careful erasures, no marked-over figures, general good appearance), and correct spelling.

- **Judges.** The contest judges will be Milton Briggs, Florence E. Ulrich, and Anne Kovacs.

- **Preprints for Sale.** Teachers who wish their students to have individual copies of the Official Contest Problem can purchase preprints of it from BEW at five cents a copy.

- **Special Note.** In the International Contest, all students' papers are to be sent to New York for examination by the judges. In the monthly bookkeeping contests, only the one best paper is to be sent us from each school.

■ Points to Emphasize—

This contest is a test of the student's ability to follow directions as well as a review of his knowledge of the fundamentals of bookkeeping. Emphasize the mechanics of preparing the final solution for the contest problem—the size and kind of paper to be used, the proper position for the student's name and other essential information, and the complete and correct heading for the trial balance—and remind entrants constantly that good penmanship is required.

Remember, *every* student who can solve the contest problem correctly and in such a way as to meet standard business requirements will be awarded a worth-while Certificate of Achievement or a Pin that he can be proud to show his parents, relatives, interested friends, and prospective employers.

■ The Official Contest Problem—

- **Instructions for Students.** Manuel Mello is owner and manager of Money-Magic Market. His advertisements read, "Here Your Dollars Do Double Duty—Buy Highest Quality at Lowest Price." The account titles and figures listed below summarize Mr. Mello's business transactions for the year ended December 31, 1953, *after adjustments*.

Assume that you serve as bookkeeper for Money-Magic Market. Prepare a Trial Balance of differences from the information given. List the accounts in order, according to classification: Assets, Liabilities, Proprietorship, Income, Cost of Merchandise, and Expenses.

Use simple general journal paper or white paper ruled with two money columns at the right side and a margin column at the left side. Have a proper title for the Trial

Balance, totals, and rulings. List the expense account titles in alphabetic order. Use pen and ink and your best handwriting.

ACCOUNT TITLES	DEBITS	CREDITS
Expired Insurance	\$215.84	
Supplies on Hand	1272.44	\$1053.82
Manuel Mello, Drawing	2400.00	
Manuel Mello, Capital		13608.56
Reserve for Depreciation of Equipment		1381.20
Taxes Payable		264.08
Depreciation of Equipment	1080.00	
Heat and Light	620.84	10.00
Telephone	104.78	3.00
Accounts Payable	39704.48	42419.06
Transportation on Purchases	212.28	6.88
Supplies Used	1053.82	
Accounts Receivable	5946.44	2323.08
Delivery Expense	356.28	2.50
Cash	65531.48	60364.06
Advertising	152.26	4.22
Rent Expense	2400.00	
Insurance Prepaid	459.74	215.84
Taxes	401.10	
Equipment	11100.00	300.00
Petty Cash	100.00	
Merchandise Inventory	13173.78	7162.60
Payroll	8973.42	2.00
Sales	2182.42	63911.14
Notes Payable	1000.00	4200.00
Purchases	46013.70	7223.06

AWARDS DEPARTMENT, BUSINESS EDUCATION WORLD 330 West 42nd St., New York 36, New York.

1. I plan to enter approximately students in the 1954 International Bookkeeping Contest. Send me contest entry blanks as soon as contest rules permit.
2. In addition to my free teacher's copy, please send, at 5 cents each, student preprints of the bookkeeping contest problem as early as contest rules permit. Remittance for preprints enclosed: \$.....

Name
 School
 School address

A FAVORITE DEVICE IN
TEACHING TRANSCRIPTION:

Punctuation Previews

EVERYTIME I paused to study the transcripts that my students turned in, I found that the basic problem was not shorthand, was not typewriting, but was transcription English. My students are college students; yet even they had trouble in punctuating, in paragraphing, in spelling, in compounding, and in many other aspects of transcription English.

I tried penalizing such errors; that did not stop them. I tried lecturing; that did not stop errors. I had to find something new for the class.

So, I tried previewing for transcription English. I am a firm believer in previewing. I have long previewed my shorthand dictation, of course; it does help a great deal. I believe in previewing practice material in typewriting, too; I know it helps a lot. So, I reasoned, why not try previewing for punctuation?

■ How It Works in a Typical Letter—

Suppose, for example, that I am planning to dictate the following letter for transcription:

Dear Sir: It's easy to serve tempting meals every day in the week! Simply use Perry and Lee's, the sauce that brings²⁰ out the natural richness of food.

Try this original Worcestershire with the recipes in our new cook book. They⁴⁰ contain culinary secrets of world-famous chefs. There are 180 delicious dishes, each perfectly⁶⁰ seasoned. Get a bottle from your grocer today. Yours truly, [70 Standard Words]

Now, as teachers, you and I know that in transcribing that letter students will have trouble with the use of the apostrophe (*it's*), that one compound adjective (*world-famous*), that number (*180*—words or numerals?), and at least four spelling demons (*Worcestershire*, *recipes*, *culinary*, *delicious*).

• *First, I dictate the letter at the desired speed.* Then, quickly, before the students have a chance to ask me questions, I start my preview (or perhaps, more literally, I should call this a *postview*!).

• *I start with spelling problems.* "How do you spell *Worcestershire*—Anne?" I'll ask. "And *recipes*—John?"

And so on, concentrating only on words in the copy. As students spell the words aloud correctly, I permit the class to write out the word in their notes if the word is unusual, such as *Worcestershire*, but not if it is ordinary, such as *recipes*.

• *Next I turn to punctuation.* "Quickly, class," I will say, "scan your notes. When you find an example of a correct place to use an apostrophe, raise your hand." In this letter, the *it's* is right at the beginning; so hands will fly immediately. "What word—Martha? And why is the apostrophe used—Helen?"

Following my own copy of the material, in which I have underscored in red the transcription English items to be previewed, I come next to the *180* problem. I ask, "Should *180* be in figures or in words—Ruth?" We discuss her answer: "Is she right—Joan? Anne? Why—Helen?" We consider the rule; if there is doubt, we digress (but very briefly) to enlarge on it.

Next I ask, "Can anyone spot a compound adjective?" and if someone volunteers, "Cook book" (and someone will) we discuss and reject it. The search continues until someone comes up with "world-famous"; and that, too, we discuss—but accept.

• *Finally I unleash their talents on the transcripts.* Now they breeze through the take.

■ Does It Take Much Time?—

The first two or three times one attempts punctuation preview, time flies; ten, even fifteen minutes can whizz away, particularly if the teacher makes the error of plunging too deeply into the why's and wherefore's. But as soon as students understand the routine, the time span telescopes to three or four minutes; and some easy letters, of course, require little or no punctuation preview.

Why does the time become less? For one thing, the students learn to respond quickly (they are most impatient to start transcribing, of course). For another, they begin to remember. If *world-famous* appears three times in a week, they *know* it instantly. It is common for students to say, "There's an example like the one we had last Friday—use semicolon before *so* without *and*." Too, students become wary of the pitfalls, begin to recognize them even while recording the takes; I've known students to circle the items they predict I will ask them about, if the take is not too fast.

■ It Will Work For You, Too—

The device does many things. It spurs alertness and keenness. It stimulates competition. It removes much of the uneasiness that students feel when they begin to transcribe. It saves dictionary and reference-book time. It boosts, even doubles, production rates. And it does teach on-the-spot transcription English.

Try the device for two letters a day for five days. Go over your material, marking in red the pitfalls you want to preview. Pause immediately after dictating the letter, to give its preview. Watch how your students are galvanized to new interest in the class period, how quickly they assimilate the routine! —Ellen Kruger, Minnesota School of Business, Minneapolis

Ten Suggestions about Teaching Manual Typists to Use Electrics

MARION WOOD
Boston University, and
IBM Educational Consultant

THE IDEAS reported here are suggestions that have been made by teachers and then tested in the electric-typing workshops the writer has conducted to prove their practicability.

■ Teach the Correct Stroke—

From their own experience in electric-typing workshops, the 2,000 teachers with whom the writer has met agree that the No. 1 need in transferring manual typists to electrics is to correct their stroking technique.

The electric stroke is easy, unbelievably easy to a manual typist. On the electric, we simply *tap* the keys; we do not use the forceful "claw stroke" or "tiger stroke" so essential in manual typing. The student will not get full comfort or full utilization of his electric machine if he claws his way through his work. Corrective drills are in order!

One good drill, teachers find, is to call the letters of the alphabet while the students type each letter 3, 4, or 5 times, consciously trying to type lightly.

Clue to inadequate stroking: the wrists. If the wrists are not *very* quiet, the students are not typing as easily as they should. In such cases, put a penny on each wrist—it is very difficult to have a poor electric tap-stroke if one keeps the pennies on the wrists! Try the penny drill for half a minute or so, now and then.

■ Teach Touch-and-Go Returns—

Manual operators are so accustomed to holding onto the special service keys that they transfer that habit to the electric keyboard instead of taking advantage of the "touch and go" action that is uniform for the service keys. One



student found that she could type four words a minute faster by *flicking* the carriage-return key instead of *freezing* to it until she heard the thud of the carriage return.

A good device for developing this "flick stroke" on the return key is to have students type—

Now is the time (*return*)
for all good men (*return*)
to come to the (*return*)
aid of the party. (*return*)

—making three copies of each line before typing the succeeding line. Typing such short lines, in which the carriage springs back quickly, will automatize the "flick stroke." The familiarity of the easy sentence enables the students to concentrate on the correct stroke of the carriage-return key.

■ Teach Touch-and-Go Tabulating—

It is just as important for learners to use the same flicking stroke on the tab key—on electrics, you know, it need not be held down "until the carriage stops moving" as is the case on a man-

ual machine. So, again, manual typists must be helped to take advantage of the easy touch-and-go operation of the electric.

A helpful drill: Have students set a tab stop every ten spaces across the line of writing and then type a simple word whose initial letter is a left-hand stroke (like *and* or *the*) at each tab stop. The finished work will appear like this:

and	and	and	and	(etc.)
the	the	the	the	(etc.)
for	for	for	for	(etc.)

Because the use of an initial left-hand letter in these words brings the left hand into play immediately, the student will find himself springing his hand back from the tab key; the result is a perfected flick stroke on that key.

■ Establish "Motor Off" Routine—

Just a few teachers concurred in this suggestion. Why so few? Well, it seems that most schools making large installations of electric typewriters equip their rooms with master off-on

switches that the teacher can use when closing the room at noon or dismissal.

Teachers did agree:

- *Use the master switches only when closing the room.* If the switch is pulled every period, early arrivals to the room cannot get started on their warmups.

- *When making presentation in the first week, if the teacher will preface his remarks with "Motors off, please," the motor-off habit will become an automatic one.*

- *In the first week, train students that part of their clean-up routine is to "Turn motors off; center the carriage; cover machines."* If that training is emphasized in the first week, little further mention of it need be made.

- *Train students, also, to turn off the motors whenever they cease typing to make a correction, follow an instruction, proofread, or obtain additional material.* This precaution insures the typist against having an unwanted stroke or space in his typing.

■ Give Attention to the Spacebar—

Many teachers find it necessary to have their trainees give special attention to the spacebar stroke on the electric. Their reason: Some students who have been operating a manual machine develop a "drag" stroke from using too much hand motion in the spacebar stroke. These students permit a right-hand finger to rest on its home row key as they make the spacebar stroke; and on the electric their work is sprinkled with extra, unwanted letters.

A drill for helping clear up this wrong technique is to have students type a very easy sentence, such as *The man and the boy got the day off and yet got the pay for the day*, all the while listening for the sound of the spacebar stroke. The sentence can be typed on the word level at any speed, permitting the student to concentrate on the sound of the spacebar. There may not be fewer misspings while typing such a sentence, but there will be many fewer misspings after typing it.

■ Keep the Hands from Leaning—

Because the hands are not in motion in electric typing as they are in manual work, students may fall into faulty hand posture: they will let their wrists slump and the heels of the hands rest on the front of the machine. This is particularly true when the machine is too high.

The teacher must watch closely for this flaw and caution students against it. Giving *We 23* or other drills that involve steady use of the top two rows of keys will also serve as remedy for this defect.

■ Stress Margin RE-setting—

Many teachers have come against the problem of getting students to un-

derstand how margin stops are moved on different makes of machines. A simple change of wording in giving directions, several teachers have reported, solves the problem: Instead of saying "Set the margins," simply say "RE-set the margins." Then the concept that the student must "go after" the margin stop in order to shift it is easy to grasp and remember.

■ Get Correct Table Height—

For manual machines, we have good authority to say that the machine should be high enough to permit the mid-arm slant from elbow to knuckles to parallel the slope of the keyboard. We have no research authority as yet concerning the correct height for the electric machine, with its lesser slope; if the manual rule is applied, then the electric machine should normally be an inch or two lower than would be ideal for manual machines.

Teachers found the electrics easiest to operate with confidence when the palm is parallel to the slope of the keyboard. Teachers reported, too, that—contrary to the case in using manual machines—students are at a greater disadvantage on electrics if the machines are too high.

■ Stress Care of the Machine—

Teachers have reported their own amusement at the number of learners who seem to feel that the electric, because it is "different," need not be "housecleaned" the way a manual machine must be. Obviously the electric must be dusted and brushed just as often as the manual machine. Teachers' suggestions in this regard include:

- *Establish a routine* in which every typewriter—manual or electric—is cleaned each day. It is not necessary that machines be cleaned every period.

- *Be sure that* students turn the motors off before starting to brush the typebars. The act of leaning forward to see what one is doing can bring the arm close to the keyboard; the accidental pressing of a key will, if the motor is on, cause a keybar to fly up—which is startling, to say the least.

- *Be sure that* students do internal brushing lightly. When cleaning the type, use a dry brush. Most of the parts are carefully shielded but a dry brush prevents any slight seepage of fluid from running down inside the typewriter. Keep the brush clean by washing it in the cleaning fluid; then be sure that it is dried thoroughly.

- *Point out to students* that they should "spread" ribbon wear by using the "color control" device on the electric. We know, and they know, that they type best on manual typewriters when they are on the top portion of the ribbon. In electrics, however, with electricity to do the lifting, the operator can type with equal ease on any part

of the ribbon; accordingly, the student should vary the ribbon-control position to equalize the wear on the ribbon.

Teachers indicated that many of them give directions for ribbon adjustment (to make sure that it is varied) at the same time they give other start-of-the-lesson directions in their classes.

- *Teach students* how to change ribbons on an electric, too. The routine is not especially different from that of the manual, and can be taught at the same time the ribbon change on manuals is presented. The one exception, of course, is the fact that the electric has a simple way of expediting the rolling up of the ribbon on one spool: the use of the automatic ribbon rewind lever.

- *Teach students* that the erasing safeguard of moving the carriage to one side or the other, so that erasure grit will fall outside the body of the machine, is no less important on electrics than on manuals.

■ Give Every Student a Chance—

What to do when your room has only a partial installation of electrics is a key problem for which nearly every teacher has a different answer.

One thing seems certain: With the recognized advantages that come to the student who uses an electric machine—he types faster, types more accurately, develops better basic operating habits, increases to higher production rates—it is only fair that every student have his equal chance on the electric machines. Five periods of electric experience is probably the minimum that "does any good."

[This estimate is verified in a study undertaken by Laddie J. Fedor, whose report will appear in our April issue. —Editor.]

As to the initial selection of "who gets the electrics?" it would appear that no pains need be taken; students rush into the room, sit where they will, and that's that for the start. But since the electrics are famous for their ability to improve operating technique, the teacher will wish, as a first step in establishing his rotate-to-the-electrics plan, to shift first the students who are having the most difficulty in using the manuals. More than one student, teachers assure us, has been "rescued" by electrics.

■ A Final Summary—

Three words have appeared repeatedly in the foregoing—*explain, show, watch*. They summarize what the teacher does in adjusting the manual operator to an electric.

The teacher *explains* what is different in the machine and in its operation; he *shows* how to operate it correctly; and he *watches* the student constantly to ascertain that he is typing as he should be.

Here is a short play that can be used when your general-business class reaches the topic of charge accounts in the unit on credit . . .

"Charge It, Please!"

ROY KIISKILA
Community High School
West Chicago, Illinois

(SCENE: Office of Mr. Jones, credit manager of a large department store. He is working at his desk as Miss Ames, his secretary, enters.)

MISS AMES: A Mr. Horton would like to see you, Mr. Jones. He says that he wants to open a charge account with us.

MR. JONES: Thank you, Joan. Please ask him to come in. (*Miss Ames leaves and re-enters with Mr. Horton.*)

MISS AMES: Mr. Jones, this is Mr. Horton. (*Leaves the office.*)

MR. JONES: How do you do, Mr. Horton. Won't you sit down.

MR. HORTON: (*Sits down.*) Thank you, Mr. Jones.

MR. JONES: Miss Ames tells me that you would like to open an account with us. What type of account are you interested in—the open account or the easy-payment plan?

MR. HORTON: Well, I'm not sure whether I understand the difference between the two types you mention. Perhaps I had better explain my problem to you first and then ask your opinion as to which type would be best for me.

In reading over the paper last evening, I saw some of the attractive bargains that you are offering on sale today. It seems that every time you people have special sales I am out of cash. Then, by the time payday comes around again, the sales are over. I would like to purchase some of the items you have advertised today, but the inevitable has happened again—no cash and payday is another week away.

MR. JONES: Yes, I can understand your problem. I would say that the majority of the people who carry accounts

with us have the same difficulty. We have what we call open or charge accounts for the convenience of our customers who find themselves short of cash at the time they need some special item from our store. Perhaps this is the type of account that would suit your needs, too.

MR. HORTON: Just what is the difference between the open or charge account and the other type you mentioned? Did you call it the easy-payment plan?

MR. JONES: That's right. The chief difference lies in the fact that, with a charge account, no notes, written contracts, or other written promises to pay are involved. In other words, it operates on the basis of the store's faith in its customers to pay, usually within a thirty-day period. The easy-payment plan, which is just another name for installment buying, involves a formal contract that stipulates your making a down payment and then paying a set amount each week or month. These generally run for a longer period than the charge account—from around three months to even several years.

MR. HORTON: Oh, I see. In other words, if I were to buy some large or expensive items, I would do so on the installment plan.

MR. JONES: Yes, that is usually the way it is done.

MR. HORTON: Is that the plan where the seller keeps the title to the article?

MR. JONES: That's right. It is the usual practice for the seller to hold the title to the article until the customer has completed the payments. In other words, the customer uses the article but he actually does not own the goods.

MR. HORTON: I understand the difference now. I guess I would want the charge account. You see, I would like to purchase one of the suits you have on sale and pay for it within a week or two. Several of my friends have accounts here, and they suggested that I try to open one.

MR. JONES: All right. We'll see if we can be of service to you, Mr. Horton. Please fill out one of these credit application blanks so that we can make out the proper forms for you. You can stay right here; it will only take a minute or two. If you have any trouble in answering any of the questions, just let me know.

MR. HORTON: (*Takes application and begins writing.*) Regarding trade references, what would you like to have me put there? I have always paid cash for the things I have bought.

MR. JONES: Well, let's see. Have you ever had a loan from anyone? If so, that would be just as good as a trade reference.

MR. HORTON: I borrowed \$500 from the City Bank not too long ago. I paid them back two months ago. I'm sure Mr. Smith, at the bank, would be willing to answer any questions.

MR. JONES: Oh, yes. Dick Smith, I know him very well. He does quite a bit of business with us.

MR. HORTON: Fine. (*Continues writing.*) Here's the form. Is that all I have to fill out? (*Hands form to Mr. Jones.*)

MR. JONES: Let's see. You've filled in all the blanks.

MR. HORTON: Can you really tell from the information that is on the ap-
(Continued on page 34)

The Museum Exhibit

A Device for the Teaching of Law

IRVING ROSENBLUM

Formerly Lane High School, Brooklyn
Now Assistant Principal at
Willoughby Junior High School
Brooklyn, New York

HOW MANY OF YOU have ever seen a summons?" The question was asked at a meeting of Robe and Wig, the business-law club at the Franklin K. Lane High School, by a visiting speaker. To his surprise, nearly every one of the 80 students present raised a hand.

"How many of you have ever seen a real contract?" he pursued further. Again, nearly every hand was up. The speaker was amazed. He commented that it had been his opinion that high school business-law students rarely saw the documents about which they read and studied in their textbooks.

Our students do see legal forms, all kinds of them, for they are collected as class projects and reviewed in our business-law classes. Our students were impressed by the speaker's surprise.

■ Origin of Our Museum Exhibit—

The members of Robe and Wig undertake, in their enthusiasm for business law, a number of different projects—publication of their own law newspaper, the *Obiter Dicta*; the recording on tapes of dramatizations of problem legal situations; presentation of assembly programs; preparation of posters; and so on.

The speaker's emphasis on the importance of seeing and reading actual documents led a group of club members to suggest, "Why not assemble all our documents and set it up as an exhibit in business law for all the school to see?"

There was enthusiasm, and more ideas: "We could include our class posters" and "we can make display cards to identify everything" and so on.

• *Quickly, then*, a committee was established to take over the new project. Their plans revolved around discussion of these six questions, drawn by themselves:

1. What materials should we display?
2. Where can we get the materials we need?
3. Where can we put up the display?
4. How can we best display our material?
5. What title shall we give our exhibit?
6. How shall we provide for viewers?

As it turned out, the club's project did more than give the members something worthy to undertake; it stimulated much more appreciation for the course among those taking it, led to fuller understanding of the course among those thus attracted to the course, and set an exhibit pattern that any group can follow.

■ What Materials Should We Display?—

The scope of the exhibit quickly grew into something more comprehensive than a mere display of forms that might be purchased at any legal-stationery store. The materials suggested for the exhibit included, to be sure, a great

variety of legal documents, but also a series of research projects prepared in the business-law classes; a collection of pictorial materials—posters, cartoons, even comic strips—drawn by our pupils; photographs of some of our class activities, such as our field trips and excursions and interviews; and a set of book jackets of fiction and nonfiction books in which law plays an important part.

Numerous titles were proposed; the one finally selected as the theme was "The Law and You."

■ Where Could We Get the Materials?—

Many of the items, of course, had already been developed by the business-law classes and by Robe and Wig; but many others were needed. The club committee itself assumed the task of collecting appropriate matter from many resources.

• *Lawyers among the faculty* and families of pupils provided us with many legal documents. Not all of these were suitable for our purpose, but we did assemble a wonderful supply—indeed, even an oversupply!—of very satisfactory material.

The word of our project got around. The chairman of the commercial department at another high school in the city sent us a packet of documents; so did the business-law teacher in still another high school.

• *City officials*—including judges, court clerks, and city councilmen—also aided us. On trips to the State Supreme Court, to the Small Claims Court, and to the City Council meeting, we were given copies of some of the legal forms used in the proceedings we heard.

The committee received a complete set of the papers required in a small-claims procedure. A visit to a City Council meeting resulted in a copy of the minutes of the

You could sponsor such an exhibit . . .



meeting, in which the Council President acknowledged the presence of our group.

- *Students in the club* who excelled also in art prepared signs and posters for the exhibit. One novelty prepared by them was a series of comic strips on topics suggested by other students. Legal principles were illustrated in pictorial stories—this part of our final exhibit attracted particular interest, of course—and subsequently these were published in the school's newspaper and in the departmental mimeographed newsletter.

- *Photographers, too*, contributed to the display, taking pictures of the club's and classes' activities in making tape recordings, in doing research projects ("treasure hunts," as described in this magazine last April), and in presenting dramatic performances of our own pupil-written plays. Some of the pictures were taken by student camera fans; some were taken by the staff photographer of the New York *World-Telegram and Sun* for publication in that paper; some were taken by our school engineer. They made quite a display.

- *The book jackets* and a special reading list were given us by our school librarians, who gave us also materials from their library picture file.

We could not have asked for greater co-operation.

■ Where Can We Put Up the Display?—

When our material was fairly well assembled, we found that we had far too much for display in an ordinary class-

display included photographs taken with city officials after visiting the City Council and the city courts; and other photographs, showing club members engaged in recording tape scripts, putting on assembly programs, even setting up the exhibit itself. An article written by a student and published in *Student Life* magazine was mounted and posted. An article describing class use of tape recordings was also displayed.

2. *Exhibit B* gave the display of papers involved in a small-claims case. The printed forms were numbered and explained in a key that indicated the routine followed in a legal action to collect a small claim both with and without benefit of legal counsel.

3. *Exhibit C* was a set of documents illustrating procedure in a civil suit, including the summons, the complaint, and the briefs of the litigants.

4. *Exhibit D* showed contracts, screened for their simplicity. These included a contract for employment for a camp counselor, a partnership contract (the one used in our bookkeeping classes), and an installment-sale contract.

5. *Exhibit E* was a display of projects developed in "treasure hunt" researches in business law. The committee selected three—one dealing with fraudulent practices, one with equitable relief, and one with the regulation of lobbying. These were generously illustrated.

6. *Exhibit F* was a collection of posters prepared by the students. One set of posters concerned unenforceable agreements; another dealt with the relation of business law to other school subjects (Latin maxims, for example); the third was the series of picture strips on legal principles. The one that attracted most attention was the one showing that it is "illegal" to "assign" homework!

7. *Exhibit G* was the book-jacket display, inviting viewers to read *Hill Lawyer*, by Hubert Skidmore; *Gentlemen of the Jury*, by Francis L. Wellman; *Yankee Lawyer* and *Mr. Tutt Finds a Way*, by Arthur Train; etc.

8. *Exhibit H* was a display of our tape recordings. Thanks to the co-operation of the chairman of our Music Department, we had a phonograph and an LP record player, too, to provide background music at the exhibit—of course, we played Gilbert and Sullivan's *Trial by Jury*. After each musical number, the students played one or more of our tape-recorded case problems.

One other exhibit, consisting of pictures and engravings of courtroom scenes, had to be cancelled after it had been prepared, because of space limitations. A model diorama of a courtroom, ingeniously designed by a student, had to be deferred, too, as did a fine display of Better Business Bureau information.

■ How Shall We Provide for Viewers?—

With all materials assembled, the next problem was to attract schoolmates to the exhibits.

- *Posters* announcing the place and date and nature of the exhibit were prepared and posted.

- *Invitations* for class groups to come to the exhibit were posted on the faculty bulletin boards, along with a programming card on which teachers could indicate the period when they preferred to bring their classes.

- *Formalities* attended the opening of the exhibit—the principal, Dr. Harry Eisner, officially opened it.

- *Word-of-mouth* publicity was everywhere, of course.

■ What Were the Outcomes of the Project?—

They were almost too numerous to calculate. The obvious ones would include the general stimulation of interest in business-law matters and business-law courses, a higher regard for business courses in general among the academic students and instructors, a deep satisfaction among the club members, the learning value in business law that accrued to all who participated in discussing the plans and developing them for the exhibit, and an enhancement of prestige in Robe and Wig membership.



... for any of your business courses.

room—and, indeed, we did not wish to post it in a classroom: we wanted it to be where all students could see it. Naturally, we thought of a corridor display, such as would be practical in any school.

However, the Franklin Lane High School is housed in a very modern building; and among the school's facilities is an art gallery, used regularly for displays of work prepared by students in their art classes and sometimes by the social studies, literature, and language classes. The chairman of the Art Department quickly approved the committee's request for the use of the gallery for our business-law exhibit, and he rearranged the schedule to give us a two-week exhibit period.

■ How Can We Best Display Our Material?—

The art gallery contains show cases and wall spaces. To utilize the display areas most effectively, the committee classified its material in eight groups:

1. *Exhibit A* showed activities of Robe and Wig. This

ATLANTIC CITY is a wonderful place in which to spend a holiday. It is also a difficult place in which to operate a successful D.E. program. The two statements *do* go hand in hand; and they are worth considering because a discussion of them will show that a little co-operation will go a long way, a fact that many educators find easier to say than to believe and that is therefore always worth proving anew.

■ A Close-Up View of Problems—

Atlantic City, like many resort cities, lives almost entirely on tourist and retail trade. Basically, ours is a distributive-services community. The peak seasons during which retailers desperately seek employees are, of course, during the summer and at the Christmas season—the former much more important than the latter, though the latter is not to be scorned. To the D.E. co-ordinator, the “market” situation means that retailers are *reducing* their staffs at the time school opens in the fall—at the time when the co-ordinator is seeking co-op stations for D.E. students.

Another factor — more than half the graduates of Atlantic City High go to college. The majority of students are disinterested in the D.E. program.

So, our four-year-old program, until recently, had dragged. Few in the high school work. Some excellent adult training; more needed. We had no point-with-pride record to shout to potential recruits. Merchants, though besieged with every device in the D.E. co-ordinating kit, were lackadaisical.

■ Then the Pot Boiled Over—

Our school officials became concerned with the meager enrollments in the D.E. class, naturally enough.

Local merchants, perhaps becoming more sensitive to our urgings or simply becoming more needy, came face to face with the fact that they could not get the employees they *had* to have.

So, the top leader of each faction—the superintendent of schools and the secretary of the Atlantic City Chamber of Commerce—arranged for a meeting. Practically everyone, happily, was invited to it: *all* the high school business teachers; the high school guidance staff; merchants, bespoken by a special committee in the merchants’ division of the CofC.

The basic problem in which all were concerned, of course, was “Why are so few people attracted to the distributive occupations?” And, of those who are, why do so few take *training* for this field—why, for example, did only 3 per cent of our graduates take work in D.E. when 20 per cent of our graduates would end up in D.E. jobs?

■ Reaching for Solutions—

The usual reasons were cited—lack

of inducement, prestige, the fact that merchants acknowledge little if any preference for D.E.-trained workers, lack of information, lack of guidance, and so on. The important thing, here, is that some action emerged.

- *Guidance personnel*, impressed by that 3 to 20 ratio, and sensitive to opportunity for youth, agreed to boost D.E. course work in the school.

- *The merchants* confessed that they had not “gotten in back of” the program — and henceforth would: they would publicly express their interest, they would let the community know that they wanted to feature expert help in the stores, they would co-operate in supporting the D.E. program, they would give preferential treatment and employment to D.E.-trained applicants.

A D.E. CASE STUDY

Getting Support

The Atlantic City program was just about swamped with problems until more persons discovered that the problems were theirs, too.

- *The business teachers* got new insight into the D.E. program; and, I should add, they were also able to clarify some gross misconceptions that the businessmen had regarding the school’s office- and general-business training program.

- *Businessmen and teachers* got to know each other better, came to realize the mutuality of some of their problems and the need for joint attack on them—even beyond the D.E. work.

- *Many businessmen*, confronting the whole D.E. story, perhaps for the first time, expressed interest in an expansion of our adult program, too.

■ A Unique Arrangement—

An immediate (and possibly unique) step was the arranging for special recognition to be given students who trained for and participated in “holiday

extra” work for the Christmas season.

Each year our high school offers a pre-holiday training course for students who will be employed in local stores during the peak season. Up to this point, students took the course at their option, for no credit, with no special recognition (other than pay checks) for their efforts. This past season, the course was offered again—still on an optional basis and still with no graduation credit; but each student who completed the 12-hour course received a certificate of completion. And this certificate was and will be honored—cited by our placement office in recommending students for jobs, and given preferential consideration by the merchants.

The merchants’ division of the CofC has formally established a policy that gives, by and large, a guarantee of preference to students who have taken such work over those who have not taken it. Moreover, the merchants agreed to pay close attention to those students who worked for them during the holidays and to report back to the school, for the information of guidance counselors, the names of those who seemed best to qualify for trainee stations in the co-op program.

■ Some Implications—

- *The immediate* practical implications are that more students *did* take our pre-holiday training program, thus reaffirming to merchants the basic fact that their co-operation does and will reward them; there was an increase of 18 per cent in the number of students (45) in the course, a fact that augurs well for our future D.E. high school co-op program.

- *Another immediate* implication is the fact that guidance efforts—both by the guidance staff and by our business teachers—were initiated at once, with obvious effect: more students in the pre-holiday training program.

- *A long-range benefit* that is obvious is the stimulation of interest on the part of all concerned—the school administration, the community’s merchants, the faculty, the students. More good augurs!

- *But a philosophic implication* may be even more important: when there is recognized need, support is forthcoming. *All concerned with our Atlantic City problems gave support as soon as they became aware that the problems affected them.*

A moral, perhaps: Rather than feel that singlehandedly they are battling all the problems, D.E. co-ordinators should realize that they have allies who will spring into action as soon as they realize that a part of the battle is theirs. Getting support is sharing the problem. —Myron J. Krawitz, D.E. Co-ordinator, Atlantic City, New Jersey.

"T.W.I." Programs

(Continued from page 8)

age" is the growing realization that company schools must shoulder not only the burden of technical education but the responsibility also for educating the "whole man."

In this connection, a quotation from the catalog of General Motors Institute at Flint, Michigan, is interesting:

Firmly believing that the cultural breadth needed by the successful engineering or business administration graduate must be an integral part of his education, a minimum of 16 courses in English composition, industrial development, speech, literature, modern plays, economics, industrial organization, and psychology are built into each curriculum.

In the same vein, the educational bulletin of another important manufacturer is dedicated "To the training of the mind, building of character, and mastery of the body." Another, Good-year Industrial University, at Akron, states that the objective of its courses is not only "to give employees classroom training which will aid them in their daily work," but also to "expand their knowledge into new fields of interest." Among the courses in greatest demand are Human Relations, Citizenship, Economics, Industrial History, and Safety.

■ What Influence on Us?—

Already, the influence of the schools of industry can hardly be overestimated. In every community an invisible educational system operates: tens of thousands of employees, dealers, salesmen, agents, servicemen, even customers travel to headquarter or branch schools of big companies or to schools maintained by trade associations. Further, thousands of traveling instructors bring into every town and village from the Training Departments the most modern business practices. It is not too much to say that *the direct and immediate influence of the industrial schools on the business communities may exceed that of colleges.*

For high school and college faculties and their administrations, the new procedures invite serious attention, for new opportunities are unfolding in the co-ordination of conventional education with industrial training: the combining of professional teaching skills and facilities with the direct methods of business.

For faculties, the increasing tendency toward hiring professional teachers as industrial trainers opens an interesting and remunerative field. For administrators, the integration of the conventional school with the well-financed training programs promises a new source of income—and a challenge to new endeavor.

Teaching Aids

JANE F. WHITE

Georgia State College for Women
Milledgeville, Georgia

SINCE ITS RELEASE in the spring of 1951, two and a quarter million people have seen "Fair Exchange," the movie story of one young couple's financial problems. The film is distributed by the stock brokerage firm of Merrill Lynch, Pierce, Fenner & Beane. The story centers on a young and ambitious couple who are making good progress financially. From the broker, the young couple learns the answers to such questions as: What are stocks? How are they bought and sold? What's the difference between speculation and investment? The movie is the latest idea in the brokerage firm's continuing program of educating American investors—bringing "Wall Street to Main Street." The film is made available to high school groups through the firm's distributing agent, Movies U.S.A., 729 Seventh Avenue, New York 19, New York.



Jane White

■ A Letter-Placement Guide—

This device, which appeared in an issue of *Today's Secretary*, has been reprinted by the American Writing Paper Corporation, Holyoke, Massachusetts.

These reprints are available in quantities for use in your typewriting and short-hand classes. The guide is an easy and quick method of correctly setting copy up on a page, according to the length of the letter. We've ordered 100 for our typewriting and our shorthand classes. On the reverse side is an illustration on how to space your closing lines.

■ Handbooks for the School-Paper Sponsor—

How well I recall my first year of teaching and the struggle I had sponsoring a mimeographed school newspaper. For today's teacher, A. B. Dick Company, 5700 Touhy Avenue, Chicago 31, Illinois, has three free booklets: *How to Plan and Publish a Mimeographed School Newspaper*, *How to Give New Life to Your Mimeographed Paper*, and *A Handbook for the Mimeographed High School Newspaper*. Four other inexpensive services include: (1) Fundamentals of Mimeographed Stencil Duplication, (2) Operating Charts, (3) Mimeograph Tracing Pages for School, and (4) School Newspaper Stencil Sheets.

A pamphlet entitled, *Historical Banking Documents of Famous Americans*, shows illustrations of interesting documents signed by famous Americans. The Riggs National Bank of Washington, D. C., will be glad to send you a copy.

■ The Miracle of America—

This booklet has been widely advertised in many magazines and newspapers. If you have missed it, send to the Advertising Council, Inc., 25 West 45th Street, New York 19, New York, for your copy. It is especially good for your ninth-grade, general-business unit—"Economic Living."

■ From the Federal Reserve System—

A complete list of publications from the Public Information Department, Federal Reserve Bank of New York, New York 45, New York, is available without charge. In addition to the many booklets listed, each Federal Reserve Bank maintains a library of films. Bookings may be arranged by writing the Bank that is nearest your school. *The Federal Reserve Bank and You*, a thirty-minute educational film, was produced in 1950 by the Federal Reserve Bank of Minneapolis; all Federal Reserve Banks and their branches now have copies available for distribution. For those of you in the vicinity of New York, guided tours of the Federal Reserve Bank of New York are particularly recommended as an educational aid for high school and college students.

■ Display Typing—

Foster Consultants, 303 Fifth Avenue, New York 16, New York, have worked out a Display Typing Kit that shows what can be done in making letter displays on the typewriter. It is new, original, unusual, and offers a variety of ideas for special letters and bulletin displays. The kit sells for \$1.65, postpaid.

Distributive Education

SAMUEL W. CAPLAN

Temple University
Philadelphia, Pennsylvania

CAREERS IN BUSINESS is an 18 x 24-inch colored chart distributed by South-Western Publishing Company to help teachers answer student questions on careers in business. The chart lists the types of beginning jobs, opportunities, and top jobs available in the general clerical, merchandising, bookkeeping and accounting, and stenographic and secretarial fields. The chart also includes a description of the student's future in business and lists the various qualities to help students succeed in the business world. The chart will be of interest to all students considering a career in business. Most teachers will want to display the chart on the bulletin board. The chart can be obtained free of charge by writing to the nearest South-Western Publishing Company office—Cincinnati 2, Ohio; New Rochelle, New York; Chicago 5, Illinois; San Francisco 3, California; and Dallas 2, Texas.

■ Wool as an Apparel Fiber—

This is a new book by Giles E. Hopkins (Technical Director of the Wool Bureau), published by Rinehart and Company, 232 Madison Avenue, New York 16, New York. The book is of special interest to teachers of Distributive Education because it explains in nontechnical terms facts about fiber performance that, up to now, have been difficult to obtain without considerable research. Today's complex and often confusing fiber world imposes a burden upon the teacher, who must constantly be well-informed in this field. Therefore, teachers will find *Wool as an Apparel Fiber* a worth-while addition to their reference library and to their classroom work as well. Price, \$1.50.

■ Training Films—

- *The Seven Wonders of Wool*. This 16mm sound-motion picture in Kodacolor dramatizes the seven important selling points of wool. It is real sales-training presentation, giving the reason why for each point and showing how to use this in the sale. The feltboard technique is featured; and bright, colored symbols emphasize the sales talk. Distributed by The Wool Bureau, Inc., 16 West 46th Street, New York 36, New York, the film is lent free of charge. Running time, 18 minutes.

- *This Is My Friend*. This 16mm sound-motion picture dramatically emphasizes the need for proper attitude in good salesmanship and how it can be developed. The film can be obtained free of charge from your local Coca-Cola Bottling Distributor. Running time, 20 minutes.

■ Free Booklets—

- *America Eats Out*. This is an informative booklet that points out the importance and size of the restaurant industry. It also indicates how you may obtain a film based on that subject. Mr. Ralph G. Peterson, director of Public Relations, National Restaurant Association, 8 South Michigan Avenue, Chicago 3, Illinois, has charge of distributing both booklets and film.

- *Terminology Used in Department and Specialty Stores*. This booklet defines some of the most important terms now used in store accounting and merchandising. Its value lies in the fact that it is up to date—new words and terms are introduced. Send your request for a copy to Mr. R. H. Koch, Merchants Service, The National Cash Register Company, Dayton 9, Ohio.

■ Your Career in Selling—

This is a free booklet, well done with illustrations and self-evaluation tests. It covers the following topics: What Is Salesmanship? What Opportunities Does Selling Offer Me? What Must I Have to Sell? How Do You Sell? What Selling Field Should I Enter? What Company Should I Work For? This Is the Day of the Salesman! Can You Succeed in Sales Work? The text material in this booklet was written by John M. Wilson, Chairman, Committee for the Salesmen, National Sales Executives. Write to the Sales Managers' Association of Philadelphia, 1307 Land Title Building, Philadelphia 10, Pennsylvania, for your copy.



Samuel Caplan

"Charge It, Please!"

(Continued from page 29)

plication blank whether or not a person is a good credit risk?

MR. JONES: Oh, yes! These application forms tell us a great deal about the applicant. In the credit business, we usually consider applicants in the light of what we call the three C's.

MR. HORTON: Oh, yes. I remember something about that from one of the business courses that I had back in high school. They are character, capacity, and—what was that last one?

MR. JONES: Capital—which means net worth. Capacity means, do you have a steady income; and, of course, character refers to such things as trustworthiness, dependability, and so on. I see, for instance, that you've lived at this address for quite some time. That indicates permanency which, in turn, shows something of dependability.

MR. HORTON: I see. I hadn't thought of that. Those little bits of information that seem so unimportant really do mean something when they are all put together.

MR. JONES: That's right. They all help in giving us a better picture of the individual.

MR. HORTON: You know, I have heard several people criticize buying on account. They say that it's more difficult to stay within a budget, and it's easy to buy more than they really need. Another thing, they say that it seems to keep you always in debt.

MR. JONES: That is true to a certain extent; but, if kept under control through the use of a sensible budget, there really is no need to worry. It all depends on the individual. For those whom opening a charge account means recklessly charging things to the limit and tying up their future income, it would be better to stick to cash. But, if a person is sensible enough to budget his spending and stick to that budget, charge accounts will be just a convenience.

MR. HORTON: In other words, it takes the ability to say "No" when one has the urge to buy something that he really shouldn't.

MR. JONES: That's right. Credit has many advantages for those who use it properly. For one thing, you establish your credit by using it well. The person with a long record of charging and paying his bills promptly will get credit more easily when there may be an emergency than the person who has always paid cash. It is a convenience, in the sense that you don't have to carry

a lot of money around or write so many checks. You just go down to the store and, when you pick out the article you want, ask the clerk to charge it. Then, at the end of the month, you get your bill. Say you've made several purchases during the month—you can pay for all of them with the one check, and that will save you some money on your service charges at the bank.

MR. HORTON: That's right. The more checks you have to write, the higher the checking-service charges will be.

MR. JONES: Another thing about charge customers is that stores consider them as regulars. You probably know that most stores take special pains to please their "regulars." For instance, they often notify the regular customers of sales in advance of the general public and give them a chance to come in to select merchandise from the full stocks without having to be pushed around by the crowds.

MR. HORTON: I understand what you mean by calling that one of the advantages! I certainly don't enjoy shopping in crowds. By the way, do you suppose it would be possible for me to go down to buy that suit I want and charge it today?

MR. JONES: I don't see why not. If you don't mind waiting a few minutes, I'll give Dick Smith, over at the bank, a ring to verify some information. (*Calls Mr. Smith on the phone.*) Hello, Dick? This is Jim Jones. (*Pause.*) Oh, just fine, thanks. I wonder if you could give me a little information. Mr. Horton, Fred Horton, gave your name as a reference this morning. He mentioned that he had made a loan at the bank. (*Pause.*) I see. Fine. Thank you very much. Good-by. Well, everything seems to be all right. Mr. Smith tells me you repaid that loan two months before it was due.

MR. HORTON: Yes, I like to take care of financial obligations as soon as I possibly can. I don't like to have debts hanging over me too long.

MR. JONES: By the way, we'd better fill out this identification card. Any time you want to come in to make a purchase and wish to charge it, just say, "Charge it, please," to the clerk, and she will take care of you.

MR. HORTON: Well, I'd better run along now to pick up that suit before someone else does. Thank you, Mr. Jones. I've enjoyed our conversation very much.

MR. JONES: I hope that we can be of service to you for many years and that you will find our charge account service convenient and beneficial.

Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education
Greeley, Colorado

EVERY BUSINESS TEACHER, including those who teach five classes of typewriting a day and nothing else, should have a clear understanding of our economic system. Most teachers who have been specifically prepared to teach business subjects have a reasonably sound background in economics. For those who don't, however, there have been some books published recently that explain in a simple, direct, right-to-the-point manner the workings of our economic system.

• *Shirtsleeve Economics*, by William A. Paton (\$4.00; Appleton-Century-Crofts, Inc., New York City 1; 460 pp.), is written in explanation of the free enterprise system and its importance to the future of a free America. The book is aimed at the average citizen without formal schooling in economics. Paton's central proposition is that, "We can't consume any more than we produce and only through increased production is a higher standard of living possible." He believes that this is vitally important to the success of our free economy because every citizen must be on guard to check influences and social developments that tend to limit and discourage production. The author points out the danger of social legislation that emphasizes diversion only without regard to what happens to output.

Basically, the point Paton makes is that economic conditions should be such as to encourage every citizen to work hard and produce for the benefit of himself and his family rather than go through life looking for hand-outs from the state. He takes the stand that our private-enterprise system is the primary factor responsible for our unprecedented high level of productivity and welfare.

• *Economics in One Lesson*, by Henry Hazlitt (35¢; The Foundation for Economic Education, Inc., Irvington-on-Hudson, New York; 193 pp.), is available through the Foundation and through Pocket Books, Inc., Rockefeller Center, New York City. Mr. Hazlitt started interpreting business trends more than thirty-five years ago as a reporter for the *Wall Street Journal*. He has been eminently successful in presenting the "facts of life" in economics in everyday, understandable terms and in making truth and accuracy palatable to the average reader. His *The Great Idea*, which was reviewed in this column in April, 1952, projects our society to the year 2100 and presents a humorous but thought-provoking picture of what living conditions in America might be like under a dictatorship.

In his new book, Hazlitt presents an analysis of some of the economic fallacies that many have come to accept as truth; he feels that perhaps the surest and shortest way to gain an understanding of economics is to dissect some of these fallacies—particularly the central error from which they stem. He points out that many of the erroneous ideas that are now being tried are, in fact, not original, but simply revivals of ancient errors that have never worked before.

Part I consists of one five-page chapter that states the lesson; Part II consists of twenty-two chapters that apply the lesson; and Part III restates the lesson in one chapter. The author clearly makes the point that the whole of economics can be reduced to this single lesson: "The art of economics consists in looking not merely at the immediate but at the longer



Kenneth J. Hansen

effects of any act or policy; it consists in tracing the consequences of any act or policy, not merely for one group, but for all groups."

• *Always good* for a readable, understandable exposition of any of the fields that they cover are the books in the College Outline Series. *Principles of Economics*, by Clifford L. James (\$1.50; Barnes & Noble, Inc., New York City; 359 pp.), is no exception. This is the eighth edition of a book first published in 1934. It gives beginning students of economics a brief, systematic, well-indexed account of the fundamental principles and problems of our economic life. It can be read straight through, but serves better as a reference book to supplement other writings in economics.

Dale Evans has been singing for her supper ever since the day the boss caught her singing on her lunch hour. But she has gained many things in her rise to stardom—among them fame, fortune, and handsome Roy Rogers.

The Singing Secretary

DUANE VALENTY

IT WAS TOO DREARY a day for shopping or walking, so most of the girls in the office were back early from lunch.¹ They had ten minutes left before work began, and conversations were running high. Dale Evans (then known as Frances² Octavia Smith) chattered as earnestly as the rest.

Suddenly, a voice was heard above the din. "Give us a³ song, Frances," it urged. Frances pushed back a wisp of her red-blond hair and shook her head. "You'll have me fired, yet!" she exclaimed.⁴

But, at the girls' continued insistence, she finally gave in. Before singing, however, she went over to⁵ the doorway, cautiously looked up and down the long hall, and firmly closed the door behind her.

She was in the middle⁶ of the first chorus of "Exactly Like You," with the girls contentedly tapping their feet along with her breezy⁷ notes, when the door opened. One of the girls looked around.

"It's the boss!" she hissed.

But the boss was good-natured. He smiled, motioned⁸ to the girl to keep quiet, and told Frances to go on with her song. Somewhat tremulously she did so. Then⁹ he nodded and took his departure.

A second later, he opened the door again and stuck his head back in. "Like¹⁰ to see you in my office right away, Miss Smith!" he said.

"One song too many and now the bad news," she thought. Sadly¹¹ she gave her desk a pat as she went past it. "Nice

job, nice place; I really liked it here," she mused as she dutifully¹² made her way to the main office.

In a little while she was back, her face wreathed in smiles. The girls crowded around,¹³ not knowing whether to offer sympathy or congratulations.

■ "Guess what?" she said. "The boss liked my singing;¹⁴ I'm to be on the company's radio show!"

Although this good news naturally created a small furor,¹⁵ no one in the office that day could have dreamed what a really important event had just taken place. This was¹⁶ to be the first step along a road that would lead to fame, fortune, and (what is more important) to a life that would¹⁷ influence many others for good. For, not only did Frances Octavia Smith become the world-famous Dale¹⁸ Evans, but later on she became Dale Evans Rogers, wife of the cowboy star Roy Rogers, and "Queen of the West"¹⁹ to millions of American youngsters.

■ Born in Uvalde, Texas, Dale took to music from infancy. There was²⁰ the time, at the age of three, for instance, when she interrupted a church service to stand up and sing a solo.²¹ She studied piano and dancing as well as

voice, and even as a little girl spent hours composing songs of²² her own. At Osceola High School, in Arkansas, she sang whenever she got the opportunity.

When the²³ family later moved to Memphis, Tennessee, Dale took a business college course and obtained her first job—secretary²⁴ in an insurance office. This was to be her last secretarial job as well as her first; but she²⁵ didn't know that then.

■ Accepting the invitation to sing on the radio show sponsored by the company,²⁶ Dale first appeared on Station WMC. She was a hit, and soon she received radio jobs in Chicago,²⁷ Louisville, and Dallas. After a term as featured girl singer with Anson Weeks' orchestra in the windy²⁸ city, Dale won her solo break with an engagement at one of the most famous night clubs in the country.

A hit²⁹ with every song she sang, this girl who left her typewriter behind scored especially with "Will You Marry Me,³⁰ Mr. Laramie?" the first of her original compositions to get a public hearing. This success brought³¹ the talent scouts running, and soon the former secretary was on her way to Hollywood for a screen test. Signed³² up, she found herself well paid but "sitting it out," for no immediate plans had been made for her. Wanting action,³³ Dale kept herself busy entertaining at Army and Navy training camps and recorded more "Personal Albums"³⁴ for overseas broadcasts to Servicemen than did any other Hollywood personality.

* The material in this section is counted in groups of twenty "standard" words as a convenience in dictating. To dictate to your class at 60 words a minute, dictate each group in 20 seconds; at 80, in 15 seconds; at 100, in 12 seconds; at 120, in 10 seconds; etc.

■ But that Big³⁵ Time still beckoned. Under contract to 20th Century Fox, Dale was also signed up for thirty-nine weeks as³⁶ the featured vocalist on the "Edgar Bergen and Charlie McCarthy Show," later holding the same spot on the³⁷ Jack Carson, Garry Moore, and Jimmy Durante shows, as well as guesting on almost every network show on³⁸ the air.

Just about this time, our ex-secretary was lent to Republic Studios to play leading lady³⁹ in "The Cowboy and the Señorita" opposite the rising young cowboy star Roy Rogers. Dale well remembers⁴⁰ the first day on the set, for one of the directors approached her quite casually and flung a small bombshell:

"You're⁴¹ from Texas, aren't you?" he asked. "Then you undoubtedly ride a horse. You're all set."

Texas-born or not, Dale hadn't⁴² been on a horse since she was a child; but she had no intention of saying so. She liked movies and wanted to⁴³ stay in them; if riding a horse was part of the job—well, she'd ride. She kept about two jumps ahead of the script each⁴⁴ day in her riding lessons. At that, the horse kept two jumps ahead of her, and it was all she could do to limp through⁴⁵ the final scenes. Fortunately, no one discovered how green she was, but she had a lot of black and blue to make⁴⁶ up for it.

■ Audiences liked Dale and Roy together so well that they became a team; and Dale became the first⁴⁷ woman to win star billing as a Western performer, and the first to be a rodeo headliner at⁴⁸ Madison Square Garden in New York. (Along the way, she had become an accomplished equestrienne.) "Queen of the West"⁴⁹ on records, too, her Western and children's records for RCA-Victor were very popular. Of the seventeen⁵⁰ songs she wrote, her biggest success to date is "Aha, San Antonio," with more than 200,000 copies sold.⁵¹ She also composed "Happy Trails," which is the theme song of the Roy Rogers Show on radio and television.⁵²

Marrying Roy Rogers and mothering his three children some years after the death of his first wife gave Dale another⁵³ career, that of homemaker. Their big, comfortable family ranch at Encino, California, is⁵⁴ not a show-place but a real home. Dale likes to take over the cooking chores whenever she can and help the children⁵⁵ with their schoolwork.

She is a very devout church member and an enthusiastic worker in a number⁵⁶ of religious projects.

■ Grateful for the success and happiness that have come her way, Dale still thinks back occasionally⁵⁷ to that day in the office when she sang for the girls. How different things just might have been if the boss hadn't⁵⁸ been so good-natured about a singing secretary! (1171)

Always My Valentine

VIRGINIA RUSSELL

EDITH ROGERS was still shivering although she had been in the office for nearly five minutes. The sharp February¹ wind had even penetrated through her new red fleece coat, slipping icy fingers down the upturned collar.² Her brown knit gloves were difficult to pull off her stiffened fingers. She felt as if she would never be able to³ type again.

But duties lay ahead—the preliminary dusting and straightening of her desk, the customary⁴ glance at the calendar-pad to refresh her memory on the day's demands. February 14—she stared⁵ at the date, black and bold, a dull ache beginning somewhere in the back of her head (or was it her heart?). Valentine's⁶ Day, and her mind slipped back to the same day one year ago. It was on that day that she had received the dozen glowing⁷ rosebuds with the card, "Always my Valentine, Always my love.—Ted."

"Please, please don't let me think about that today,"⁸ Edith pleaded with herself in quiet desperation. With a sharp gesture, she flung "February 13" into⁹ the wastepaper basket and, suddenly businesslike, walked over to draw the venetian blinds behind Mr.¹⁰ Carson's desk.

■ "What a bleak day for Cupid to be out!" She smiled wryly at the thought while watching the bent forms of fellow¹¹ workers scurrying into the building, trying to protect their faces from the stinging sleet. Several figures¹² emerged from the murk, to become familiar.

"There's Mr. Bryan from the Order Writing Department," Edith¹³ murmured. He was looking very much like a well-wrapped package, his gloved hands struggling to anchor a hat perched¹⁴ precariously on his balding head. In his bulky coat, muffler, and snow boots, there was little to be seen of Mr.¹⁵ Bryan.

Shortly behind Mr. Bryan came Evelyn Rogers, not a relative of hers, but one of Edith's¹⁶ best friends. A pretty girl, with cheeks rosy from the cold, she looked as cheerful as though it were a spring day. A smile lighted¹⁷ her face as she spoke to one of the office boys, and Edith remembered with pleasure that Evelyn was to¹⁸ get her engagement ring today—Valentine's Day.

Pete and Jim, two of the mail-room sorters, were running, with their shoulders¹⁹ hunched like quarterbacks. "Hope they make that touchdown," Edith grinned. "If I ran that fast on all this ice, I'd have to be²⁰ carried to the infirmary."

■ Then her thoughts sharpened with pain as she turned to work. Mr. Carson had asked that she²¹ stop at the jeweler's and pick up the pearl necklace he had already ordered for his wife. Edith understood—²² Valentine's Day again. Everything would tend to remind her of the special quality of the day, she knew²³ now.

"Snap out of it, Edith," she rebuked herself impatiently. "Wishful thinking won't erase what's happened." Only²⁴ a week ago she and Ted had quarreled, going from petty words into serious ones, only ending when he²⁵ slammed out of her home—and life. The entire miserable affair had come about how?—a tiring day, the beginnings²⁶ of a cold, and always that feeling of discouragement that had been with her lately. Ted was still in school, taking²⁷ night courses and working during the day. There had seemed to be only more of that same striving and struggling to²⁸ look forward to. Now she knew that the struggle was worth the price, but why had the truth come so late?

■ All morning Edith²⁹ was occupied with one problem after another, glad to be too busy to think. At the ten o'clock relief³⁰ period, Evie stopped by. "How about a fifteen-minute breather

BEST OF THE BEST

Bookkeeping Contest Winners

From the thousands of solutions submitted in BEW's monthly bookkeeping contests, the judges have selected papers from the following students as most outstanding:

September Contest

Audri Anderson, High School, Lewis-town, Illinois (Leo Osterman); Pat Anderson, Andrews School, Willoughby, Ohio (Mrs. Spaford); Maureen Barger, Union High School, Reserve, New Mexico (Mable McMahan); Lorene Brown, Community High School, Morris, Illinois (Orville Piehn); Claralee Chittim, School District 1, Weston County, Newcastle, Wyoming (Byron Kinder); Marilyn Fisher, High School, Strasburg, North Dakota (Sister Josella); LaVonne Forst, Holy Trinity High School, New Ulm, Minnesota (Sister M. Dionysia).

Rosalind Rascati, St. Mary's High School, New Haven, Connecticut (Sister Alfrida); Walter Savikks, High School, Ketchikan, Alaska (M. Gelston); Merle Schiyama, St. Francis Convent School, Honolulu, Hawaii (Sister M. Gerard); Lorraine Sicard, St. Joseph High School, Biddeford, Maine; Leon Skudlarek, St. Augustine High School, Chicago, Illinois (Sister M. Elfrida); Otylia Staron, St. Stanislaus High School, Cleveland, Ohio (Sister Mary Carmella).

October Contest

Gail Anderson, Union High School, Yuba City, California (Gerald D. Cornwell); Robert E. Brown, High School, Carmel, Indiana (Joan Schipper); Michelle Delisle, St. Ann Academy, Montreal, Quebec, Canada (Sister Mary Ann Laura); Claire Desautels, Luke Callaghan High School, Montreal, Quebec, Canada (Sister Eva Marie); Rosemary Frymark, St. Joseph Academy, Stevens Point, Wisconsin (Sister Mary Amofilia); Ghislaine Jenneau, St. Joseph's Academy, Malone, New York (Sister Anna Maria); Frances Kraft, High School, Strasburg, North Dakota (Sister Mary Josella).

Nicole Lavalee, Holy Name Business College, Outremont, Montreal, Quebec, Canada (Sister M. Francois d'Assise); Catherine Minogianis, Holy Angels Academy, St. Jerome, Quebec, Canada (Sister Mary Roseline); Gertrude Monahan, St. Mary's High School, Waltham, Massachusetts (Sister Esther Marie); Marcia Norris, San Francisco College for Women, Lone Mountain, San Francisco (Mrs. A. W. Page); Laurel Rice, High School, Delta, Iowa (Mrs. Seila Wantland); Jay Walker, High School, Merkel, Texas (Barbara Nichols); Nancy Willman, Penn High School, Verona, Pennsylvania (Liberty Costa).

and coffee?" she suggested, her eyes shining,³¹ a beautiful solitaire gleaming on her ring finger.

"Oh, how wonderful! Tell me everything about it—³² quick," Edith exclaimed with honest delight in her friend's happiness. And the fifteen minutes seemed entirely too short³³ for all they had to say. Yet, walking back to their office, Edith's earlier mood of depression returned; and it³⁴ was all she could do to answer with enthusiasm.

■ As they came through the door together, the sight of the florist's³⁵ box on Evelyn's desk made Edith catch her breath. So much like last year, yet so different! Tears blinded her eyes for³⁶

a moment as she watched Evelyn lift the roses from their bed of green tissue—a dozen, surely, and deep, deep³⁷ red.

A puzzled frown came over Evie's face as she read the card.

"Ted—I don't know any Ted. The card says *E. Rogers*.³⁸ That must be *your* Ted, Edith!"

It seemed a year before Edith could move to the desk, slowly take the card, and read,³⁹ "Still my Valentine? Still my love.—Ted."

■ Suddenly the day was no longer bleak and gray. It was spring—anyone could⁴⁰ see that. Weren't there roses blooming on Edith's desk? (809)

You Said It!

ELIANA BEAM

WITHOUT A WORD OF EXPLANATION, my boss lifted his hat from the clothes tree and departed. As I speculated¹ on his errand (business or pleasure?), the telephone rang.

"Mr. Porter is out right now," I said to the² querying voice. Then, I added guilelessly, "Presumably on business." I regretted that unfortunate word,³ presumably, the minute it was uttered and wondered why I, an excellent stenographer in other respects,⁴ felt prompted to let my private suspicions slip out that way.

Next morning Mr. Porter charged me with having given⁵ a "bungling performance." It seems that the querying voice on the telephone belonged to his cousin George, who⁶ had made great sport of baiting my hard-working boss for having been away—presumably on business!

■ I learned, in⁷ time, that mastery of shorthand isn't enough; the smart secretary must make a virtue of tact, howbeit⁸ not at the expense of truth.

But that day, when I entertained some of my business-girl friends with a recital of⁹ the unpardonable boner I had pulled in answering Cousin George's query, they matched it with tales of¹⁰ similar instances from their own early career days.

We agreed that there were many "germs" to be guarded against¹¹ with caution in avoiding this "hoof-in-mouth" disease. Susan's symptoms, for example, were evidenced by one¹² particularly reckless reply.

■ Susan's department was enjoying a

temporary lull in business. During¹³ her lunch hour in the company cafeteria, she was approached by a new employee she had met in the¹⁴ elevator. He asked her, in the course of conversation, if she were being kept fully occupied in her¹⁵ department. "Why, no," she said. "To tell the truth, I have a hard time trying to look busy."

While this reply was as¹⁶ accurate as an adding-machine total, its effect was wholly uncalculated. (She didn't know that this¹⁷ "new man" was the personnel manager's new assistant.) As a result, her boss was ordered to cut down on his¹⁸ staff—and you can guess who got the sack!

■ Blurting out the unvarnished truth can often make unfavorable impressions¹⁹ on persons of importance. Helen was employed in the foreign department of a bank. A customer who²⁰ was exporting his product to a firm in Mauritius Island brought the documents covering the shipment to²¹ her office to be forwarded for collection. When Helen saw the address, she unthinkingly exclaimed, "Mauritius²² Island! Why I never even heard of it!" Later, her boss called her on the carpet for airing her ignorance,²³ from which the customer might imply that the bank that would pay her a salary must be a small-time outfit,²⁴ not to be trusted to handle matters of world trade!

■ At times, the symptoms of this disease are less obvious but²⁵ deadlier—as borne out by the report Marian gave us.

One time, Marian had wanted her desk moved a foot²⁶ or two forward to allow more space behind her chair. Harry, her colleague, whose desk faced



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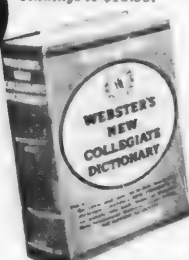
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up against hers, obliged by²⁷ pulling his own desk backward. Plop! went the electric fan that had rested on both desks—midway between. While Harry²⁸ was out trying to locate the company electrician, the vice-president walked through the office, noticed the²⁹ damaged fan, and eyed her suspiciously. Without prompting, Marian gave him a graphic account of what had transpired.³⁰

Her unwary moment of tactless tattling erected between herself and her co-worker a barrier³¹ much chillier than the electric fan and as restricting as a scarlet-fever quarantine. Too late, she³² realized that Harry's good will was more important to her than defending herself to the vice-president.

■ Good business³³ is just that—good, expecting and demanding truthfulness and fair dealing. Yet, one should consider carefully,³⁴ before speaking,

whether she really knows the whole truth and is qualified to tell it, and whether the occasion³⁵ for telling it is here and now. The young secretary can sometimes help maintain harmonious business³⁶ relationships or muffle the irritating undertones of office discord by leaving something unsaid,³⁷ particularly when what is left unsaid is only her own interpretation of the situation. Let her measure³⁸ her words carefully before voicing them, using caution as the keynote.

If you happen to be a paragon³⁹ of verbal exactness, you'd best be content to garnish facts with tact upon occasion instead of with details.⁴⁰ Thus, if the president of your concern rings your department and asks for your boss, you might say, "Just a minute," sir, and I'll get him," without adding, "He's over at the water cooler telling jokes to the gang." (837)

Flash Reading*

New York City—A FAVORITE VACATION SPOT

ELSIE LEFFINGWELL

PEOPLE VARY as to what they seek on a vacation. They may desire to go far from noise and hurry. They may¹ seize on the chance to visit their folks. They may desire most to see strange faces and places.

You should make most of the² plans for your vacation well before you leave home. There are decisions you can make early in the year: Are you going³ to travel by train, or car, or plane? Are you going to a far-off place, or are you staying near home? You should⁴ make reservations with no delay to avoid your plans miscarrying.

■ New York City is a favorite⁵ vacation spot. Here you can see sights galore, even though your resources are small. After you register at the hotel⁶ and leave your baggage, you can get a paper and see pages of ads of places to go and to see. You can⁷ go sight-seeing with a guide, or survey the city alone. If you get lost, a cordial policeman will be happy⁸ to help you.

Here you will see colleges that are highly thought of in the nation. Here are cathedrals, libraries,⁹ parks, and bridges you hear of on all sides. Here, if you appreciate art, you can see fine

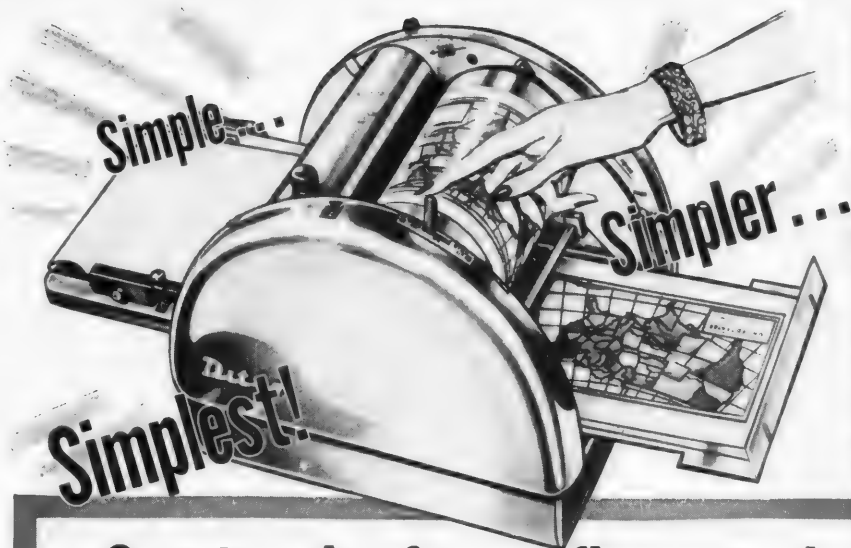
exhibitions. Here,¹⁰ if you like science, you can hear lectures by experts, on the mysteries research reveals.

Here there are stores and¹¹ fascinating shops showing fashions of leading designers. The styles are varied, and you can get advice from a buyer¹² on what would be good for your type. You will see charming dresses, all of them made of fine fabrics. Often models¹³ show these frocks, and you can make a selection of a dress to take home for special occasions.

■ Each day of your stay¹⁴ here you can make a choice of what to see. You can go to the harbor and see the ships dock after they have crossed the¹⁵ ocean with their passengers and extremely large cargoes. You can go to the East River to see the place at which¹⁶ the nations are trying to stop strife and create peace. You can see leading radio and theater stars. You can¹⁷ have an evening of dining and dancing. You can eat special dishes made by foreign chefs. You can take photographs¹⁸ of the places you see, to take home with you.

You will feel, when you get back home, that your vacation here was a¹⁹ beneficial holiday for you. (386)

* Vocabulary limited to Chapters One and Two of Gregg Shorthand Simplified.



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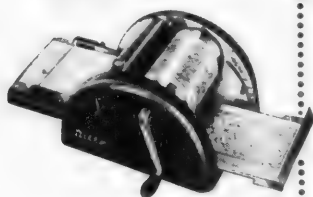
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Frederick Nichols . . . No. 1

■ Nichols Wins Gregg Award—

• *Frederick G. Nichols*, professor emeritus of Harvard University, was proclaimed America's No. 1 Business Educator and given the first John Robert Gregg Award in Business Education, at the annual banquet of the National Business Teachers Association, in St. Louis, in December.

• *The award* consists of the honor, which is distinctive; an engraved, leather-cased citation, which is beautiful; and \$500, which is practical. The award is to be conferred annually. It is provided by the Gregg Division of the McGraw-Hill Book Company in memory of John Robert Gregg, inventor of Gregg shorthand and founder of the Gregg Publishing Company.

[The award program is administered by a special committee headed by Dr. Paul S. Lomax and including Mr. Hugh Barnes, Dr. Elvin S. Eyster, Dr. Russell J. Hosler, Dr. Ray C. Price, Miss Helen M. Reynolds, and Dr. Theodore Woodward. Each year's selection of awardee is by another committee; this year's selection was by a committee composed of Dr. D. D. Lessenberry, chairman; and Dr. Margaret Ely, Dr. Albert C. Fries, Dr. J. Marshall Hanna, Dr. Jay W. Miller, Dean Cecil Puckett, and Bernard A. Shilt. The Gregg organization provides only the award; it has no part in the selection of the winner.]

• *The Winner*: Prof. Nichols was born in 1878, attended Genesee Wesleyan Seminary, Rochester Business Institute, and the University of Michigan. He has been teacher, department head, and administrator in high schools, business schools, and colleges; he has been writer, editor, lecturer.

He is a pioneer leader in business education—first to be a city director of

business education, first to be a state supervisor of business education, first to represent the field on the Federal Board for Vocational Education. He is famous for the professional courses in business education that he offered at Harvard University, from 1922 through 1944; he is especially noted for the role he has played as business education's greatest friend and severest critic for many, many years, notably through his distinguished column of "Comment, Criticism, and Challenge," in the *Journal of Business Education*.

• *In accepting the Award*, Prof. Nichols responded, in part: "I have been a severe critic of what I believe to be bad in business education. I have attacked what I regard as unsound views without ceasing. In doing so, I have never feared to call a spade a spade.

"But I have never been the least bit personal in my attacks on what I believed to be unsound philosophy or practice. I have been able to like people even when I must reject their views. I still do.

"It is a source of great satisfaction that I seem not to have made many professional enemies although I have been business education's severest and frankest critic for many years. Henceforth I shall have to leave the professional needling to others who, I hope, will try to be as intellectually honest in dealing with ideas and as considerate of the people whose views they attack as I have tried to be."

• *Referring to John Robert Gregg*, for whom the Award is a memorial, he said: "It is fitting that his memory should be perpetuated . . . not alone because of his success with a new system of shorthand but because of the example of achievement against almost impossible odds which his life presents to young business educators on whose shoulders rest the responsibility for the future growth and betterment of business education."

■ Doctorates, New and Recent—

• *Eldred C. Speck*, Doctor of Philosophy, from Northwestern University, in August, 1953. Thesis: *Personnel Policies and Practices in Offices with 5 to 100 Employees*. Major advisor: Dr. Russell N. Cansler. Doctor Speck is on the faculty at the University of Kentucky.

• *J. K. Stoner*, Doctor of Education, from the University of Pittsburgh, in August, 1953. Thesis: *An Analysis of the Accounting Systems and Practices of Small, Independent Retail Businesses*. Major advisors: Dr. Paul Masoner and Dr. D. D. Lessenberry.

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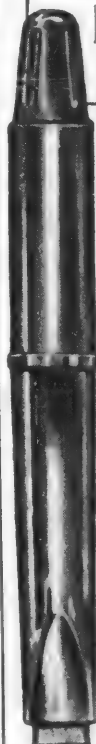
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Ted Penar . . . now Ed.D., Pitt

• *John H. Callan*, Doctor of Educa-
tion, from Teachers College, Columbia
University, in June, 1953. Thesis: *The
Utilization of Community Resources in
Business Education*. Major advisor: *Dr.
Hamden L. Forkner*. Doctor Callan is
department head at the West Liberty
(W. Va.) State College.

• *T. H. Penar*, Doctor of Education,
in June, 1953, from the University of
Pittsburgh. Thesis: *The Relationship
between Test Scores on Straight-Copy
Typewriting and Test Scores on Selec-
ted Typewriting Problems*. Major ad-
visor: *Dr. Paul H. Masoner*. Doctor
Penar is department head at Grove
City (Pa.) College.

• *V. Ernestine Moore*, Doctor of
Education, in October, 1953, from New
York University. Thesis: *The Determi-
nation of Those Facts and Understand-
ings Which Should Be Secured through
Community Business Surveys*. Major
advisor: *Dr. Herbert A. Tonne*.

• *Bernard V. Dellasega*, Doctor of
Education, in August, 1953, from the
University of Oklahoma. Thesis: *The
Significance of Work in the Life of
Man*. Major advisor: *Dr. Gerald A.
Porter*. Doctor Dellasega is on the
faculty of the Kansas State (Pittsburg)
Teachers College.

■ Lives, Private and Professional—

• *C. M. Miller*, founder of voca-
tional education in Kansas, retired on
January 15 from his post as director
of the Kansas State Board for Voca-
tional Education (four days after he
reached 70 years of age). He had cham-
pioned vocational training and voca-
tional teachers for more than 31 years.

• *Arnold Law*, of River Rouge
(Mich.) High School, has been made
department head of the big business
department.

• *Louise Moses*, of Granby High
School in Norfolk, Virginia, long a
state leader, is on leave of absence:
She has a Ford Foundation Fellowship

and is spending the year visiting high
schools and colleges to see how their
business education departments func-
tion.

• *Dr. Kenneth Wilson*, new head of
business training at Michigan State Col-
lege, is heading up Event No. 1—the
Founder's Day program — for MSC's
Centennial Celebration. Date: Febru-
ary 12.

• *C. M. Thompson*, a driving force
for better business education in private
schools (he was a former president of
the American Association of Commer-
cial Colleges) and founder of the
Thompson Colleges in York and Har-
risburg, Pennsylvania, died after a long
illness. His widow, *Blanche G. Thomp-
son*, who managed the schools during
his illness, is continuing to direct them.

■ EBTA after 2600 Members—

"And we'll get them, too!" vouch-
safes *Bernard A. Shilt*, president of
Eastern Business Teachers Association,
in announcing the appointment of *Le-
Roy A. Brendel* as head of the EBTA
membership committee. A new ap-
proach: "If you've been an EBTA
member for 25 or more years, you get
a special membership card," said Shilt;
"and besides, you get your name in the
Honor Section of the EBTA Souvenir
Journal" that will be issued at the Asso-
ciation's convention—it's 57th—in Bos-
ton at Easter time.

Brendel (Beverly, Mass., High
School) is assisted by *Raymond Brecker*
(South Park High School, Buffalo) and
the following state chairmen: *Georgia
Prue*, *William Ott*, *L. Blanche Stevens*,
Enrico Sasso, *Agnes I. Hoberg*, *Louis
C. Napassy*, *Kennard E. Goodman*,
Elizabeth Hutchinson, *Priscilla Moul-
ton*, *George A. Wagoner*, *John Callan*,
Henry Mathiot, *Ermelinda Roads*, *Mrs.
LaVon Clark*, *Mary Connelly*, *O. R.
Wessels*, *William Gordon*, *Frank G.
Storrs*, and *Joseph McQueen*.

Membership dues (\$3) cover full



Ernestine Moore . . . now Ed.D., NYU

convention privileges, a copy of the \$3.50 *American Business Education Yearbook*, and four issues of the *American Business Education Quarterly*. Dues should be sent to state chairmen or to Pernin H. Q. Taylor, EBTA treasurer: Box 406, Ardmore, Pennsylvania.

■ School Clippings—

• *Draughon's Business Colleges*, in the Southwest, continue to grow: (1) in Dallas, the DBC has moved into a new three-story building, at 2101 Commerce, to enjoy modernistic quarters, with air-conditioning, soundproofing, and wide-open spaces; and (2) the Durham Business College, of Albuquerque, has just been added (as School No. 30) to the Draughon chain. E. C. Hatton is president of the schools.

■ Contest Fever at High Pitch—

• *Shorthand*: In addition to its monthly awards problems for shorthand penmanship, once a year *Today's Secretary* magazine runs a special International Contest. It's that time of the year again. In its December issue, *Today's Secretary* announced its 41st O.G.A. (Order of Gregg Artists) Contest, complete with cups, banners, certificates, and cash prizes for schools and individuals. Designed to stimulate the practice efforts of students, the Contest gives them an opportunity to practice a special selection that pretty well samples Gregg shorthand characters and then send in their best specimens for review and judging. Deadline: March 1, 1954; for more information: Florence E. Ulrich, Gregg Awards Department, 330 West 42nd Street, New York 36, New York.

Also deadlining on March 1, 1954: the annual shorthand penmanship contest conducted by the Esterbrook Pen Company. Cups, fountain pens, special merit certificates are prizes. This contest is limited to the continental U.S.A. For more information: Educational Di-

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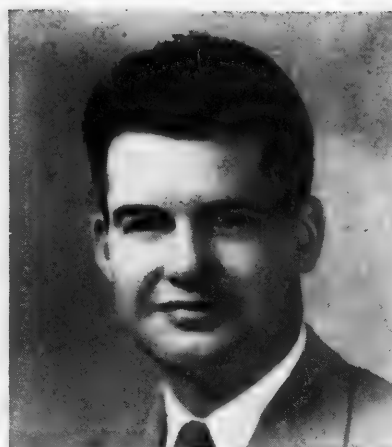
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Bernard Dellasega . . . now Ed.D., Oklahoma

rector, Esterbrook Pen Company, Camden 1, New Jersey.

• **Bookkeeping:** The 17th Annual (and international) bookkeeping contest sponsored by BUSINESS EDUCATION WORLD as a service to teachers of bookkeeping is announced on page 24. It deadlines on March 5, 1954.

• **Typewriting:** The 16th Annual Typewriter Art Contest (top prize: Underwood Portable; others: stop-watches, medals, plaques) is under way. Deadline: April 1, 1954.

This year, there are no limitations on design, use of colored ribbons or carbon paper, size, or number of entries that one contestant may submit. Entries, with a ten-cent fee with each specimen, should be sent to Artistic Typewriting Headquarters, 4006 Carlisle Avenue, Baltimore 16, Maryland. By April 1, and no fooling!

• **General:** Already the Bloomsburg (Pa.) STC has announced the date—May 8—of its annual statewide contests in bookkeeping, business arithmetic, shorthand, typewriting, and business law. The announcement has a postscript: Teachers who want their students to get a running start can buy a set of last spring's test problems, \$1.

■ DPE Research Series Ends—

For the past ten years, the Business Education Department of Oklahoma A. & M. College has footed a big bill for Delta Pi Epsilon: publication of the theses of the annual winners of DPE's research award. Now the fraternity is taking over its own load. Beginning with this year's winning thesis, the fraternity will (a) give a plaque to the winner, (b) reproduce by multilith an abstract of the thesis, and (c) distribute the abstracts only by request except that new fraternity initiates will always get the most recent one.

"The fraternity appreciates the fine editorial work which you did on the studies," J Marshall Hanna, in winding

up his affairs as 1951-1953 president of the fraternity, wrote to Robert A. Lowry, Oklahoma department head, who has edited the publications. "We also wish to thank Oklahoma A. and M. College for making the printing of the studies possible. Throughout the years this has been a great service to the Fraternity and to business education." A great service it was, indeed; and it cost Oklahoma many thousands of dollars.

■ Spring Calendar—

• **Connecticut, New Britain:** Golden Anniversary convention of the Connecticut BEA; at the College; May 8; Dr. L. D. Boynton, presiding.

• **Massachusetts, Boston:** 57th Annual convention of the EBTA; Hotel Statler; April 15-17; Bernard Shilt, presiding.

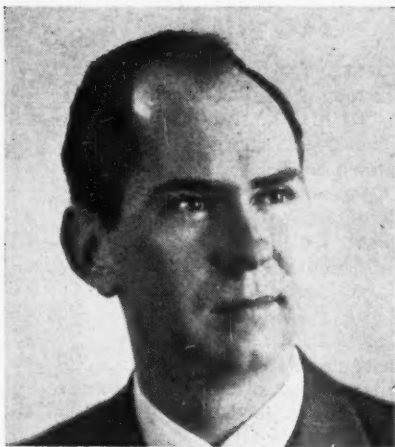
• **Yours?** Send a note to Editor, News Notes, BUSINESS EDUCATION WORLD, 330 West 42nd Street, New York 36, indicating date, place, theme, headlines, and president. Be sure copy reaches him a week before the month of the issue in which publicity is desired.

• **Georgia, Atlanta:** Convention of the Georgia BEA; March 19; Alan C. Lloyd, demonstrating a typing lesson; Gerald Robins, presiding.

• **New York, Albany:** Annual business education conference at the Albany State College; May 15; Dr. Milton Olson, presiding.

■ Presidents, Recently Reported—

Of the Central California BEA: Dale Nelson, of Monterey . . . Of the Texas BEA: Velma B. Parker, Fort Worth Technical High . . . of Illinois BEA: Edith C. Sidney, supervisor of business education in Chicago . . . of the American Association of Commercial Colleges: E. G. Auerswald, president of the Auerswald's Accounting and Secretarial School, in Seattle, Washington . . . of the North Dakota BEA: Donald



John Callan . . . now Ed.D., Columbia

Aase, of Lisbon . . . of the Southern BEA: Dr. Frank Herndon, University of Mississippi.

■ **Top Ten Educational Events—**

For the record: educational news editors selected the following as the top ten educational events of 1953:

1. *Congressional investigations* into subversives in the schools reported negligible influence.
2. *Juvenile delinquency* rose so sharply that combatting it became a center of school activity.
3. *Educational TV* got started—in Houston and Los Angeles.
4. *The NEA* finally reached a half-million membership.
5. *Samuel Brownell* was named U. S. Commissioner of Education, following the sudden death of Lee M. Thurston.
6. *Segregation cases* were reheard by the Supreme Court.
7. *Congress created* the new Department of Health, Education, and Welfare.
8. *Educators urged* the introduction of foreign languages into the elementary school program.
9. *Educators strengthened* their emphasis on the Three R's, in face of pressure on all sides.
10. *The Eisenhower administration* started a gradual withdrawal of the Federal government from such established programs as school lunch, vocational education, etc. This policy has yet to be tested in Congress.

■ **LIFE Trying to Help—**

Life magazine will, throughout 1954, continue its series of close-up views of America's schools. General theme: that the schools are doing a terrific job but don't get as much money as they ought to for the task before them. *Life* will examine a parochial school; a traditional boys' preparatory school; and a preparatory school for young ladies, as well as others.

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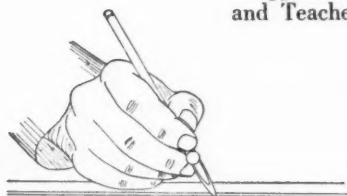
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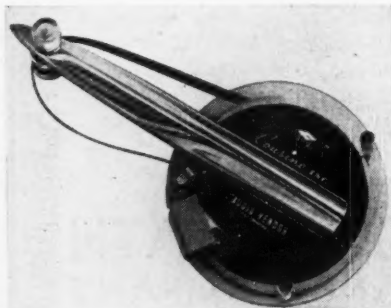
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New Business Equipment

ANN MERENESS

■ Cousino's Audio-Vendor—

A teaching tool based on repetition has just been developed. It is an automatic, audio recording-repeater device using a magazine of magnetic tape. The Audio-Vendor is designed to repeat recordings from 15 seconds to 15 minutes, well suited to material requiring constant drilling. We are thinking especially of the shorthand teacher.



Units of study can be stored for future use or, as they are recorded, new lessons will automatically erase the tape.

• The magazine fits any standard tape recorder, with the tape pulled from the center of the reel and rewound on the outside. Perfect reproduction is claimed by Cousino, Inc., 2348 Madison Avenue, Toledo 2, Ohio. They will be glad to send you a free brochure describing the machine.

■ Telectro-Tape Recorder-Player—

Electrosonic Corporation of 35-18 37th Street, New York City, has announced a new magnetic-tape machine. The smallest and lightest recorder of its type, the Telectro-Tape features dual track recording, a tape speed of 3¾ inches per second, and one hour of re-

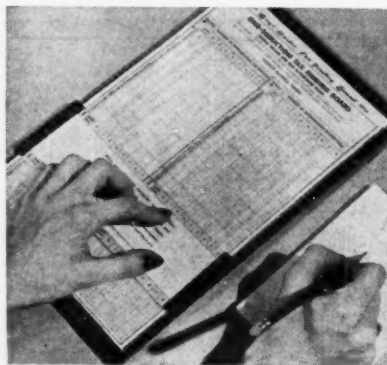


cording time on one five-inch reel. It comes supplied with crystal mike, a reel of pre-recorded tape, an extra reel,

and a power cord. The manufacturers claim high impedance input for recording from radio and record player. The Telectro-Tape is perhaps most outstanding for its price (\$75) and its easy portability—it weighs only 14 pounds. This machine should bring the magnetic-tape recorder-player within the means of most schools, increasing the possibilities of their audio-visual programs.

■ A Tax Finding Board—

A fast and accurate new calculator that provides a single deduction figure and includes both individual Income and Social Security taxes is the Wage-Master One-Deduction Tax Finding Board. Made by the Graphic Calculator Company, 633 South Plymouth Court, Chicago 5, the calculator has been thoroughly tested by over 500 companies who report successful operations, both in eliminating individual postings for the two federal deductions and in simplifying tax accounting.



With 1954 tables, the Wage-Master Tax Finding Board is available at local stationers or direct from the manufacturers.

■ An Intercom Phone Set—

The #600 Zimphone Intercom Phone Set put out by Futuronics Manufacturing Company, 1320 South Grand Avenue, St. Louis 4, is well suited for institutions, schools, and business schools. It is built to carry messages with complete clarity from area to area — administrative, service, and teaching. In using the phone, you may talk and listen at the same time. The batteries incorporated in the phone piece are only in use during the actual conversation; there is a button to be pressed when the phone is in actual use. Further information and price list may be obtained from Futuronics.

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Junior OGA Test

THE WOLF IN SHEEP'S CLOTHING

ONE DAY a wolf got a real neat plan for acquiring a lamb dinner. He wrapped himself in a sheepskin and took¹ a stroll into a flock of sheep. Being a very choosy wolf, he took his own sweet time about selecting the² one who was to grace his table.

Now it so happened that the man who owned the sheep had a yen for mutton too; so³ he picked up his knife and, grabbing the first one within reach, he proceeded to dispatch the unlucky one—yes, you⁴ guessed it, he got the wolf—which just goes to show that it doesn't pay to be a wolf in sheep's clothing! (97)

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A GENIUS is a man who shoots at something no one else can see, and hits it.

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Most men believe that it would benefit them if they could² get a little from those who have more. How much more it would benefit them if they would learn a little from those who³ have more.

We make a living by what we get, but we make a life by what we give.

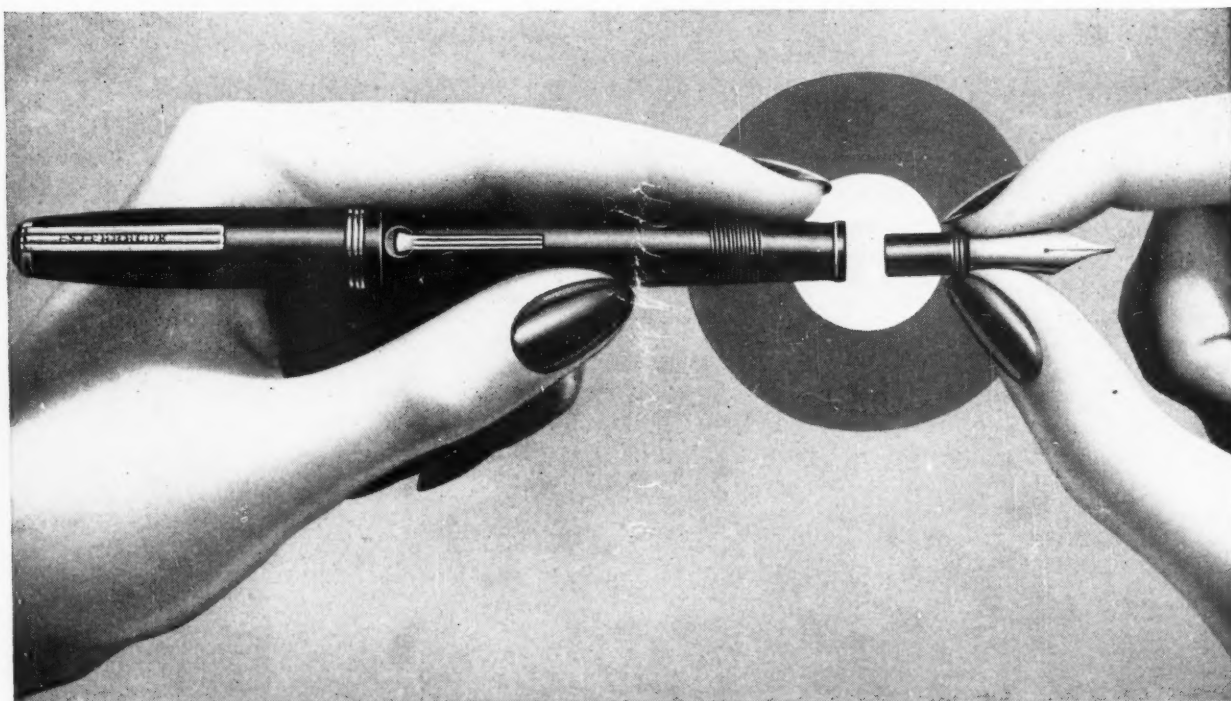
A penny will hide the biggest⁴ star in the universe, if held too closely to the eye.

If you would have long friendships, cultivate a short memory.⁵

Everywhere in life the true question is not what we gain, but what we do. (114)

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